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An educational innovation: the case of the implementation of the associate degree at Excelsior Community College in Jamaica

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**AN EDUCATIONAL INNOVATION:
THE CASE OF THE IMPLEMENTATION OF THE ASSOCIATE
DEGREE AT EXCELSIOR COMMUNITY COLLEGE IN
JAMAICA**

Myra Iveta Powell
A thesis submitted for the degree of Doctor of Business Administration,
Higher Education Management
University of Bath
School of Management
May 2007

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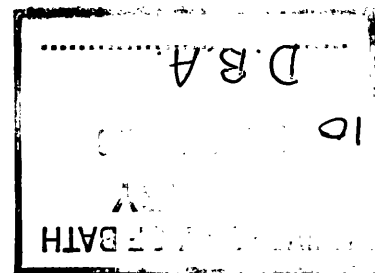


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ABSTRACT

This thesis describes and analyses the introduction and implementation of the Associate Degree programme at a Community College in Jamaica between 1994 and 2000. The main areas of focus are the demand for the programme, the translation of the demand into the creation of the Associate Degree, the implementation of the Associate Degree, and the impact of the programme.

The researcher draws on a theoretical framework guided by the institutional theories of Tolbert and Zucker, (1996); Meyer and Rowan, (1977) as well as the theory of Logic of Appropriateness of March and Olsen (1995). It adopts mainly a case study approach based on interviews, documentary analysis and questionnaires. The thesis is amplified by accounts of the roles of Community Colleges and the Associate Degree in general, and the history and the development of Excelsior Community College.

First, the nature and extent of the demand that led to the introduction of the Associate Degree at the institution in 1994 are examined. This is followed by a stakeholders' analysis which shows how the various stakeholders' needs shaped the nature and form of the Associate Degree that was eventually offered. The thesis then describes the process of implementation of the Associate Degree and finally, consideration is given to the impact and consequences of the introduction of the Associate Degree at a number of societal levels (political, and socio-economic) and for a range of groups and interests, namely, the Ministry of Education, students, members of staff, employers, the University of the West Indies and the institution itself.

LIST OF ABBREVIATIONS

AD	Associate Degree
ACTI	Association of Caribbean Tertiary Institutions
ECC	Excelsior Community College
CA	College of Agriculture
CASE	College of Arts Science and Education
CIDA	Canadian International Development Agency
CCCJ	Council of Community Colleges of Jamaica
CXC	Caribbean Examinations Council
HEART	Human Employment and Resource Training
PIOJ	Planning Institute of Jamaica
TLI	Tertiary Level Institutions
TLIU	Tertiary Level Institutions Unit
UTECH	University of Technology
UWI	University of the West Indies
UCJ	University Council of Jamaica

CHAPTER 1

THE RESEARCH PROBLEM

INTRODUCTION

The study undertaken is entitled, The Implementation of The Associate Degree (AD) at Excelsior Community College (ECC) in Jamaica. It is a single case study of a programme innovation geared at analysing and describing the processes of programme implementation at that institution from 1994 to 2000. It addresses how the Associate Degree ultimately became a part of the structure of ECC and how it impacted on the various stakeholders related to the organization.

The process begins in this chapter with the identification of the:

- Topic of research and an explanation as to its choice
- Problem within its contextual framework
- Areas of focus and the research questions

The theoretical underpinnings of the research questions and design are also described.

INTRODUCTION TO THE PROBLEM

The problem is captured in the statement formulated as: “How was the Associate Degree implemented at ECC and who benefited as a result?” This problem emerged in the face of internal and external environmental changes and challenges which faced ECC during the late 20th Century and the need for ECC to survive, as well as to satisfy its mandate. ECC on examining its then position, redefined its mission and goals, re-evaluated its offerings, and decided to offer the Associate Degree. This was a daring move as the Associate Degree was new to ECC and to the Jamaican public.

The Associate Degree was introduced because it was thought desirable according to the educational values of ECC and was deemed capable of meeting certain institutional needs and of generating financial and social benefits.

ECC, as other tertiary educational institutions, increasingly faces the challenge of coping effectively with the demands imposed on it by a dynamic global, national and local environment with its varied stakeholders. One such demand, cited by Huberman, (1973:87) is the challenge to respond adequately to society’s political, economic and social needs. Owens and Steinhoff (1976: 1) argue that the pressure for change in such institutions is constant and insistent and seems to come from all directions. In response to these demands, goals are set and new programmes are implemented to achieve stated objectives (Miles, 1964:14).

These demands are compounded by changes in the objectives of further education and in the organisation of curriculum and teaching made to alleviate the stress occurring within our technologically based society (Henderson, A. 1979). The responses, as solutions to even the same problem, vary in various institutions depending on the nature of the demand, different combinations of resources, interest, control, perception and other elements at work (Nicholls, 1983:1; McDonald & Ruddock, 1973:149; Fullan, 2001:46b). ECC’s response to such challenges and demands was the implementation of the Associate Degree.

The Associate Degree introduced in 1994, has become the ‘flagship’ product of Community Colleges in Jamaica. Despite this, nine years after its implementation, no

empirical study has been done to document and evaluate its processes and analyse its outcomes. The need therefore exists for one to research and document these.

A study of the Associate Degree is even now more relevant, as the institution is currently on the path of developing the programme into four-year bachelors' degrees. Current curriculum reviews being carried out at ECC also make this study necessary.

It is hoped that the analysis provided here, will enable mistakes made in the development of the Associate Degree programme to be avoided in the development of new programmes. Also to my knowledge, this study will be the first to be done on this aspect of Community College development in Jamaica.

As Curriculum development will play an important part in re-positioning the institution, it is hoped also that the results of the study will help to inform the process in some way, assist the institution to achieve its goals, and prove to be beneficial to educators engaged in programme implementation at ECC and in other institutions. On a wider scale, the result could prove useful in helping ECC to make critical decisions related to programme implementation as it seeks to chart the way forward. Ultimately, the result of this area of investigation could lead to the exploration and documentation of other college activities.

On a personal level, I have chosen this area of research because of my desire to document an innovation which I consider to be one of the hallmarks of the development of ECC, a process in which I was intricately involved. This desire was fuelled by my passion to see the phenomenon called ECC survive and grow in all areas, including in its ability to incorporate research into its institutional practices.

This study was also developed out of a perceived need both by the management team of ECC and me to research and document with the implementation of the Associate Degree what happened, why, how and with what result. Merriam, (1988:163) argues that in order for a field such as education to learn about itself and conduct its business of teaching, research studies of all types are regularly undertaken. The results from such research form "conceptual stabilities or platforms for understanding and for action" (Kemmis, 1983:106).

This study might not offer the full and complete investigation necessary within the institutional and national contexts but will provide sufficient information to lay a solid foundation for further inquiry. It will, for instance, give full recognition to the fact that the innovation had a history before it was implemented at ECC and that history has shaped it in significant ways. Herein lies the value of this research project and the explanation for the problem to be investigated.

PURPOSE OF THE STUDY

The purpose of this study is to gain an understanding of and describe the processes and outcomes of the implementation of the Associate Degree at ECC by converging both qualitative and quantitative data. The qualitative data in a single case study will be used to explore and explain the processes and outcomes as perceived by the various stakeholders of ECC, while the quantitative data will be used to elaborate on and clarify the information gathered from qualitative sources.

FOCUS OF THE STUDY

Four areas of investigation have been identified to guide the study. These are: the factors which created the need for the implementation of the programme (Demand); the translation of these needs into the Associate Degree; the implementation processes and the outcomes. The major focus is to discover how in an attempt to arrive at institutionalization of an educational programme innovation, a particular process was followed. The set of guiding questions from the theories used places the focus on revealing the levels of participation of the various actors, and how they perceive the changes and benefits. Five research questions have been formulated as a result.

RESEARCH QUESTIONS

The following research questions have been used to guide the investigation:

What were the forces that created the demand for the Associate Degree (A D) at ECC?

How were these demands translated into the Associate Degree at ECC?

How was implementation of the Associate Degree carried out at ECC?

How did ECC change as a result of the implementation of the Associate Degree?

Who benefited from the implementation of the Associate Degree at ECC and how?

These questions have been developed utilizing the institutional theories of Meyer and Rowan, (1977); Tolbert and Zucker, (1996), and March and Olsen, (1995).

THEORETICAL FRAMEWORK

An analysis of the implementation of the Associate Degree programme was carried out using the institutional theories approach. Institutional theorists Meyer (1977); Meyer and Rowan (1977); Scott (1983); Zucker (1983); Tolbert and Zucker (1996) focus on the institutional environment as exerting strong influence on the development of formal, organizational structures. They focus on the legitimisation of structure as the source of organizational responses to their environment. The explanation is that innovative structures that are legitimised are often adopted by other organizations even if they do not help to improve their efficiency. In this scenario organizational structures assume a symbolic role (DiMaggio & Powell, 1983) as the organization works towards achieving persistence and survival.

Meyer and Rowan (1977) argue that in their extreme form, institutional theorists see organizations as dramatic enactments of rationalized myths pervading modern societies. Meyer and Rowan conclude that organizations deal with both their environments as well as imitate environmental elements in their structures. One use of the institutional theory therefore, is to explain the establishment of institutional norms (Scott 1987; DiMaggio & Powell 1991). The theory states that organizational environments are characterised by rules which demand conformity from organizational actors. Scott and Meyer (1983) argue that for these rules to become legitimised there needs to be compliance and support. Conformity to rules is necessary for increasing survival capabilities and legitimacy. Scott & Meyer are supported by Baum and Oliver (1991) who state that when institutional norms are adhered to, the organization's capacity to survive is increased, hence some measure of efficiency may be achieved. To W. Richard Scott, (2004:2) institutional theories inquire into how schemas, rules, norms and routines become established as "authoritative guidelines" for social behaviour. They are used to

investigate the creation, diffusion, adoption and adaptation of innovations and how they fall into decline and disuse.

In a general sense, the institutional theorists ignore the theory of rationality which postulates that in rational organizations people prefer to know what to expect in all settings, hence, there is, in the interest of efficiency, a preoccupation with control and predictability (Bilton, 1997). Rationality dictates that institutional actors agree on objectives, search for alternative ways of satisfying them, evaluate the means according to agreed relevant criteria and solutions, and select the most appropriate means before implementing the decisions (Dawson, 2002). Here, outcomes are fairly predictable and known and it is possible to coordinate and control the work activities and their relational networks. Such structures contribute to the efficiency of organizations and give them competitive advantages over their less efficient competitors.

The reverse is true when the institutional theory is applied. An example which may be cited is that of a medical practitioner who uses the prescribed rules of accepted medical procedure of treatment. Such rules may not be efficient although the activity has ritual significance, maintains appearances and validates the organization. Applied to the implementation of a degree, the ceremony attached to the myth of a degree may involve excessive costs in the short term and the results may be difficult to prove or justify but its implementation can allow the institution to maintain internal and external legitimacy (Meyer and Rowan, 1977). The proposition here is that the more an organization's structure is derived from institution-based myths the more it maintains elaborate displays of confidence, satisfaction and good faith internally and externally (Ibid. 358).

Given these propositions, the institutional theory chosen to act as the framework for analysis of the research questions being asked in this study, and to generate an understanding of this innovation and its implementation include Meyer and Rowan's *Myth and Ceremony* (1977), March and Olsen's *Logic of Appropriateness* (1995) and Tolbert and Zucker's *Model of Institutionalisation* (1996). The relevance of these theories to this study is now discussed.

Meyer and Rowan

In 1977, Meyer and Rowan and later Meyer and Scott (1983) developed principles of institutionalisation in formal organizations focused on legitimacy, the acquisition of social acceptability and endorsement of a structure as a result of conformity to the norms and expectations of the institutional environment. Institutions therefore, take on social roles or myths to which are attached certain behaviours, relations and expectations. Myths, legitimised as rule-like systems, include occupational practices, organizational structures, programmes, titles, procedures and roles (Meyer and Rowan, 1983:14). These become a part of the shared beliefs of the individuals or groups that are in a position to legitimise them.

In the educational framework, the legal, educational and credentialing systems, as well as public opinion, make it necessary or advantageous for organizations to incorporate these myths as new structures. One conclusion drawn by Meyer and Rowan, (1977) is that organizational forms perpetuate themselves by becoming authorised institutional rules. School administrators, for example, create new curricula or training programmes and attempt to validate them as legitimate innovations in education theory and government requirements. They use external assessment criteria to enable the organization to remain successful by social definition, thereby buffering it from failure.

When incorporated, such elements are critical to securing environmental support through demonstration of the consistency between core values of the organization and those of the larger society (Parsons, 1956). Formal structure can signal organizational environment to rational, efficient standards of organizing and thus provide general social accounts. By designing a formal structure that adheres to the prescriptions of myths in the institutional environment the organization demonstrates that it is acting in a proper and adequate manner (Meyer & Rowan, 1977). Therefore affixing the appropriate label to activities can change them into valuable services and mobilize the commitment of internal participants and external constitutions, they conclude.

One assumption made by these theorists is that the adoption of structure can occur regardless of the problems of coordination and control. They direct attention to external

influences linked to actual processes such as the passage of legislation and the development of strong social norms within an organizational network. Focus has been placed on social meanings instead of formalization, complexity, and centralization. Organization survival and success can depend on factors other than efficient co-ordination and control of production activities.

Meyer and Rowan, (1977) make the point that highly institutional organizations promote trust and confidence in situations of variable technology and unpredictable output. Success is not necessarily the result of efficiency but of isomorphism, that is, the belief that the innovation matches with the environment by establishing interdependence and that the institution is socially understood to be an efficient structure. The solution to organizational problem lies in the logic of confidence, that is, the belief that internal and external participants are acting in good faith. This helps to absorb the uncertainty while preserving the formal structure of the organization (March and Simon, 1958). Meyer and Rowan (1977) conclude that organizations which incorporate institutionalized myths are moral, legitimate and likely to survive as they often incorporate 'societal rationalised' procedures to achieve legitimacy. These myths are often translated into action policies and rules whose components are 'embedded in a 'social collectivity'.

The theory of Myth and Ceremony (Meyer and Rowan, 1977) as used in this study addresses issues of how these rules impact on structure and implementation processes, and why things are done as they are carried out in institutions. It has been chosen to assist in developing an understanding and possibly an explanation of the levels and nature of organizational involvement and commitment to implementation. Unfortunately the application of this approach cannot give an explanation as to what unplanned changes might have occurred during the process.

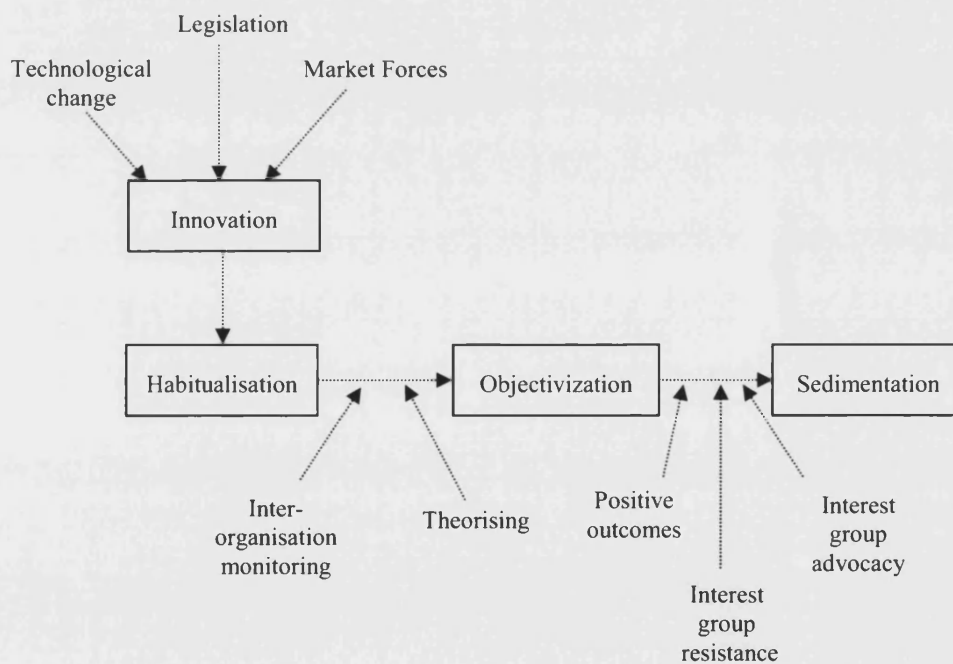
The approach is being used, however, to investigate an institutional situation the results of which are not empirically defined. The assumptions being used here are that myths are social constructs, hence, the Associate Degree would have worked if it is socially understood to be an efficient part of the system; that the internal and external environment acted in good faith in adopting the innovation; and that the incorporation of the Associate Degree into the structure of ECC would have made ECC more successful and more likely to survive. Organizational elements are legitimised externally in terms of

respectability and not efficiency and the formal structures of many organizations reflect the norms, values, and beliefs of their environment and not the demands of their work activities (Meyer and Rowan, 1977: 341).

Tolbert and Zucker

In 1983 Tolbert and Zucker, expanded on Meyer and Rowan's (1977:179) theory and presented a process approach to the institutional theory, postulating that institutionalisation involves a sequential set of processes arranged along a continuum. At the 'habitualisation' stage, behaviours are determined by routines rather than by the way of employing a conscious decision-making process. Next on the continuum is objectivization, the stage at which meanings are attached to the behaviours used in stage one. At the far end of the spectrum is sedimentation where the behaviours become internalised as a part of structure (See figure 1.1).

Figure 1.1: Stages of Institutionalisation in the Tolbert & Zucker Model



Tolbert and Zucker (1996) further postulate that when coercive pressures, such as mandates from the state are high, an organization will adopt new structures quickly, and where the rate of coercion is low the reverse will follow. To them increased adoption builds legitimacy.

The Tolbert and Zucker (1996) theory is applied to this study in an attempt to explain observations and to make predictions about changes in terms of processes and actions and the individuals or groups central to these processes. The institutional policies relating to programme development, implementation, delivery, assessment and accreditation at ECC will be investigated in light of the arrangements described in this theory. The innovation is investigated in terms of the nature of the demand for implementation and which human agency produced it (ibid.179); the positive or negative impact; the impact of organizational actors and the processes as outlined in the model (Figure 1). The process based approach of Tolbert and Zucker, (1996) has provided for the researcher a useful framework within which to explore how the innovation came about, as well as the process of institutionalisation.

In the Tolbert and Zucker (1996) model, an innovation is seen as an attempt to respond to technological changes, market forces, governmental demands and other environmental impositions. Here the innovative response is followed by the generation of new structural arrangements and the formulation of these arrangements into policies and procedures (Tolbert and Zucker, 1996). They see numerous factors operating at each phase of implementation, with events at one phase being fed back to alter decisions made at earlier stages (Figure 1.1). These, they argue, may work their way through at continuous intervals. The Tolbert and Zucker (1996) theory states the underlying reasoning behind these adjustments as being external, and provides a suitable framework within which to understand the educational demands of the Jamaican society. In this context the external factors include the need for access to tertiary education and suitable vocational training to respond to a needy job market, as well as to technological, social and political demands. The implementation of a new programme in an institution in such an environment, often aims at bringing about change, and change adaptations such as institutionalisation take place.

Institutionalisation has been identified in this model as ‘a core process in the establishment of social groups and structures that will last’ (Tolbert and Zucker, 1996:179). The outcome or end state of an institutionalisation process is the development and adoption of behaviours that have been developed empirically and accepted by an actor or a set of actors in order to solve recurring organisational problems. In addressing the issues, key assumptions are made that creating new structures takes more resources than maintaining the old.

Also emphasised is the notion that social structure is not simply a by-product of human activity, rather, human agency is required to produce it (Tolbert and Zucker, 1996). Therefore structures that are altered or created are deemed to have some positive value for the organisation or decision-makers who typically would not allocate resources to altering or creating new formal structures. The organizational actors are an integral part of the process and are distinguished by a number of properties such as hierarchical authority, potentially unlimited lifespan, and unique legal responsibilities that affect the ways in which the institutional processes are played out. The point of interest here, is that structure-based theory often expressed in the form of norms, values, regulations and laws, stresses the outcomes of actions (Tolbert & Zucker, 1996: 180).

March and Olsen

The third main theory used in this study, March and Olsen’s Logic of Appropriateness (1995), is a perspective which sees human action as being driven by rules of appropriate organised behaviour. Rules, as discussed by March and Olsen, may be defined as the institution’s way of determining what is regarded by them as being natural, right, expected and legitimate and the workers accept them as such. Actors however, do what they see as appropriate for themselves in specific types of situations. March and Olsen, emphasise that an innovation is implemented in the interest of survival and stability.

The Logic of Appropriateness is also a perspective on how human action is to be interpreted. Here, organizational action, policy-making, procedures and principles are seen as being driven by rules. There is therefore the tendency to develop codes, and to prescribe action in terms of something more than the expected consequences. “To act appropriately in such a situation is to proceed according to the institutionalised practices

of a 'collectivity' based on the mutual understanding of what is right, natural, true, reasonable, and good" (ibid, 10). It is emphasised also that appropriate does not in this sense mean effective, and organizational activities are identified by the roles they play. The matching of situation and rules to March and Olsen (1995) may be based on experience, expert knowledge or intuition, hence the importance of past experience. The definition of the situation based on these criteria informs the decision-maker about the norms, expectations, rules, learnt behaviours, skills, and possible strategies that are relevant (Weber et al., 2004:285). Here the focus is on the individual's perception of what he /she believes is the right action to be pursued in a given situation.

This theoretical approach gives rise to the appropriateness framework which contrasts with the rational or planned approach. Weber et al (2004) argue that the difference in approaches lies in the fact that the appropriate framework is more social than rational as it is designated to accommodate situations outside of the conditions most favourable to rational choice. Careful planning is an important ingredient for achieving predictable outcomes.

Actors in the organization are identified by their acceptance of responsibility for providing an institutional context within which continued discourse and change can take place and the rules, accounts, practices and capabilities can be crafted (March and Olsen, 1995). The rules, taken as facts, prescribe appropriate actions and are translated into actual behaviour. The conclusion is that there is an automatic relation between rules and action in a legitimate, stable, well defined and integrated institution.

The institution's role in this scenario is to prescribe when, how and why rules are to be acted on. Rules are translated into actual behaviour through constructive interpretation and available resources (March and Olsen, 1995). Specific behaviour prescriptions are believed to be natural or exemplary. Rules of appropriateness are seen as carriers of lessons from experience as those lessons are encoded whether by individuals and 'collectivities' drawing influences from their own and experiences of others or by differential survival and reproduction of institutions, roles and identities based on particular rules. A common pragmatic interpretation of rules and identities is that they exist because they work well and provide better solutions than their alternatives.

Rules of appropriateness develop and change often through a myriad of disjointed processes and experiences in a variety of places and situations as actors associate certain actions with certain solutions. These rules are absorbed through socialization, education, on-the-job learning, or conformity to convention. The overall assumption is that in organizations, individuals face choices but in the interest of doing what is appropriate they seek guidance from the experiences of others in similar situations and by reference to organizational standards of obligation.

The Logic of Appropriateness contrasts with the logic of consequence (rationality). While the logic of consequence focuses on reasoning based on preferences, alternatives and expectations, the logic of appropriateness focuses on reasoning based on identity, rules and recognition. Rules are learnt and people often follow them rather than apply consequential reasoning.

March and Olsen (1995) argue that what we really need to follow in the implementation of innovations is an understanding of the logic of appropriateness which assumes that an organization's main priority is its survival and the need to protect itself from getting into a position when it has to change. It therefore safeguards the way it conducts its business. This theory is linked to the proposition that if new programmes are introduced in an institution then certain changes will follow. By retracing our steps it is hoped that the application of this theory will assist the researcher to develop an understanding of what rules were considered appropriate, and by whom and what actions were taken by them.

Summary

In conducting educational research, one's definition of social reality is dependent on three sets of assumptions. These are concerns about the nature or essence of the social phenomena being investigated. The first is the ontological position, determined by one's belief as to what society is and whether or not its realities are external to the individual. The second is the epistemological and concerns the nature and forms of knowledge, how knowledge can be acquired and communicated to other human beings. Assumption number three concerns human nature and the relation between human beings and their environment.

The concern in this study is with whether or not human beings respond mechanically to their environment or are initiators of their own actions. The way in which one identifies with these three assumptions has implications for his/her methodological concerns. Yin (1994) argues that in addition to facilitating data collection, theory is the level at which the generalization of the case study results will occur.

The three models of institutional theories discussed, provide an overall framework from which I have developed an understanding of the basic elements contained in the innovation (ontology) and what is the nature and status of knowledge (epistemology). These theories when linked, reinforce the role played by rules, norms and routines within ECC's superstructure and culture. They further highlighted the importance of the acceptance and application of what, in the institution's culture, was thought of as being right, wrong or appropriate (March and Olsen, 1995) and the nature of the outcomes when consensus and cooperation or resistance and dissatisfaction resulted (Tolbert & Zucker, 1996; Meyer and Rowan, 1997). This has afforded me the opportunity to chart the process of implementation, determine the unpredicted consequences, discover the nature of the demand, and describe the process of translation of demand into the Associate Degree (Tolbert & Zucker, 1996). These ideas frame the innovation. In the process, I was able to establish the extent to which the institutional environment influenced the implementation; the extent to which the Associate Degree was institutionalised, and how it became legitimised. The theory of Meyer and Rowan (1977) as well as that of March and Olsen (1995) have provided the underpinnings in the search for the answers to why and with what consequences.

Institutional theories have been applied by Meyer and Rowan (1977) and Tolbert and Zucker (1996) to public sector bureaucratic organisations which existed in environments with high levels of uncertainty. These organisations relied to a large extent on their environment for legitimising their structures and were governed largely by professionals. They responded in different ways to environmental pressures. In 1994, ECC exhibited similar characteristics to those described above. The political environment, by way of the Ministry of Education, imposed coersive pressures. In the interest of survival, there was the need for strict adherence to rules, norms and routines dictated by the Ministry. On the other hand there were rules dictated by ECC's culture. These rules that were deemed to be appropriate by the institution were applied at various points during the implementation

process. The application of appropriate rules was described in March and Olsens' (1995) Logic of Appropriateness and helped to complement the discussions and conclusions arrived at as a result of the application of the intuitional theories of Meyer and Rowan (1997) and Tolbert and Zucker (1996). The application of the Logic of Appropriateness to the study has allowed the researcher to see things from a different, more objective perspective rather than from an assumption that she knew what was going on.

Scientifically, these theoretical approaches suggest that the outcomes of implementation are affected by the processes of implementation and are themselves responses to institutional histories and logics of appropriateness. What this means in this case is that the outcomes of the implementation of the Associate Degree at ECC were framed by the institutional processes through which it was developed, and that it took on its particular form as a result of the processes through which it was implemented. Therefore the dissertation focuses on the origins of the Associate Degree in the context of Jamaica and its higher education system, specifically its development through the bureaucratic machinery set up for the purpose (Appendix 13), and its emergence from the processes through which it was formed at ECC.

CONCLUSION

In this Chapter, I have explained the research problem, identified the research questions and sought to explain the reasons for desiring to conduct this study. The research context has been set out as it relates to the institution and the programme being studied. I have also discussed the theoretical framework within which the study is conducted. This includes an analytical discussion of three theories of institutionalisation used, that is, those of Tolbert and Zucker (1996), Meyer and Rowan, (1977) and March and Olsen (1995).

The remainder of the study is presented in five chapters. In chapter 2 issues pertaining to the choice of the Associate Degree are discussed. In chapter 3 are highlighted the research design and methodology, which have informed the data collection and data analysis techniques. The reasons for adopting the principles of grounded theory are explored. The participants of the study are identified and reasons for their inclusion are given. Ethical issues are identified and discussed. Given the research questions, the

theories and the research design, the case study is discussed as the appropriate methodology.

Chapters 4, 5, and 6 match the four levels of investigation listed in Chapter 1 namely: demand, translation of the demand into the Associate Degree, implementation and outcomes. These chapters form the body of the dissertation. Chapter 4 identifies sources and nature of the demand for the degree and focuses on the translation of the demand into the Associate Degree. Chapter 5 focuses on the actual implementation processes of the Associate Degree at Excelsior Community College and Chapter 6 identifies the results, changes, beneficiaries, and benefits. The final chapter gives a general overview of the findings of this study, discusses its contribution to knowledge, the limitations of the findings, and presents the recommendations made for further research.

CHAPTER 2 THE ASSOCIATE DEGREE: ISSUES FRAMING ITS IMPLEMENTATION

INTRODUCTION

In Chapter 1, the research problem was outlined and the theoretical framework within which the implementation of the Associate Degree at ECC took place, was established. These two major components of the introduction have helped the researcher to frame the research questions.

This section of the study focuses on issues relevant to the understanding of the problem in its contextual framework. It highlights and discusses the following features of the context that influenced the choice of the Associate Degree as a solution to some of the challenges that faced ECC in 1994:

- The Jamaica Educational Scenario in the 1990s
- The Jamaican Tertiary Educational Sector in the 1990s
- The Associate Degree and
- Excelsior Community College

Also established are the reasons why ECC made the choice to offer the Associate Degree then a virtually unknown programme in the Jamaican educational field. The impact of the external challenges and other forces on ECC'S decision are determined. The answer is sought to the question as to what were the forces in the Jamaican educational setting that created the demand for the Associate Degree. Of importance also, is the nature of the programme and how it fitted into this scenario, given its structure.

ENVIRONMENTAL FRAMEWORK

The problem is to be understood in the context of local and international events at the time of implementation (1994) and the resultant challenges to ECC. The needs of the society are therefore balanced against the attributes of the Associate Degree. The challenges are analysed against those with their origins in the global, national and immediate environments.

Global Environment

The wider framework in which Jamaica as a whole and ECC operated was shaped by a global environment in which the growth of science and technology had led to the development of the information age. In this scenario, the dependence on physical capital had given way to reliance on intellectual capital. Tied to the local labour market, this development meant that there was a need for retooling and retraining of potential employees to satisfy the need for multi-trained personnel capable of adjusting to a changing job market. These challenges helped to frame the international context within which ECC operated and therefore helped to define the challenges which the institution faced and for which it was seeking a solution.

A Developing Society

In Jamaica, a developing society, it is important to consider the utilitarian nature of any educational innovation. Uba (1977) argues that in countries which were granted independence between the late 1950s and 1970, social priorities and objectives have been redefined. As such, educational institutions have become key agents for moving societies along the development continuum. Educational innovations therefore make education more utilitarian as they focus on producing the skilled manpower and the knowledge needed for technological advancement and economic growth. This emphasis places an added dimension on the learning process. Learning *to do*; developing the *right attitudinal and behavioural skills* needed to make use of opportunities that exist within the environment, gained added importance.

In addition to providing the appropriate knowledge, attitude and skills, educational institutions in Jamaica and elsewhere are forced to make the necessary adjustments to provide the type of education and training that would not only keep them in business but add to their flexibility, affordability, creativity, relevance, functionality and accessibility. The need for a highly skilled and educated workforce in Jamaica, a developing country, necessitated this type of response at ECC and also at all tertiary institutions.

The Jamaica Educational Scenario of the 1990s

The Jamaican social system of 1994 had not changed much since 1976 when Michael Manley(1976), the then Prime Minister of Jamaica, in his book *The Search for Solutions* had described it as a ‘pyramidal system of the few educated for white collar jobs and the many given basic instructions to fit them to perform simple manual tasks’. Manley (1996:10) as implied, was speaking of a Jamaican society with a largely unskilled labour force, and a relatively high degree of illiteracy. These problems were compounded by declining budgetary allocations, in real terms, to the educational sector. To cope with such a situation, educational institutions devised creative solutions.

In this scenario the Ministry of Education and Culture (MOEC) was mandated by the Jamaican Government to play a leading role in finding solutions to these and other societal problems. The MOEC therefore incorporated in its mission the aim to:

“Provide a system which secures quality education and training for all persons in Jamaica by securing teaching and learning opportunities that will optimize access, equity and relevance throughout the educational system.” (Ministry Paper Number 6101, Jamaica 2000).

The ultimate outcomes of the provision of such a system of education, it was hoped, would be the preparation of Jamaicans for functioning in a globalised and highly interdependent world; the reinforcement of pride in the country and its people and promotion of knowledge of and the respect for Jamaican tradition and institutions. The implication for Community Colleges is manifested in its mandate which dictated that they provide the type of innovative programmes that make it possible for their graduates to get employment in the public and private sectors or to become entrepreneurs (Post O/Level Report, 1974).

Another problem to be solved involved satisfying the aspirations of those wanting to pursue higher education but who faced the challenge of sitting external examinations with foreign content. Inadequately trained staff and limited scope for access, compounded the problem. Educational programmes, if they were to be relevant, had to be focused on the development of problem-solving skills suitable for a technological world. Given the need

to survive within the context, ECC developed flexible programmes to fit the needs of business and industry.

The Jamaican Tertiary Educational Sector

Excelsior Community College is one of the seventeen Tertiary Level Institutions (TLIS) funded by the Jamaican government. Other institutions included in this category are the University of the West Indies (UWI), the University of Technology, Jamaica (UTECH); the Edna Manley College of the Visual and Performing Arts; the College of Agriculture, Science and Education (CASE); Community Colleges, Multi-Disciplinary Colleges; and Teachers' Colleges.

The term tertiary is used in a general sense to define:

“All post-secondary education offered by a university or other recognized educational institution in the country. This form of education includes study beyond secondary school at an institution that offers programmes terminating in the awarding of an associate, baccalaureate, or higher degree, or equivalent degrees” (nces.ed.gov/pubs/esn/n99u.html).

The concept of tertiary emerged in 1979 when it was used to replace further education and was applied to the category embracing Community Colleges, the College of Arts Science and Technology, and the Jamaica School of Agriculture (JSA). In the period 1982 – 1989 the status of the Teacher Training Colleges was raised when they were taken from a separate sector to join the Tertiary grouping. At this stage the Jamaica School of Agriculture became the College of Agriculture (CA).

In 1989 the category of tertiary included: The University of the West Indies (UWI), College of Arts Science and Technology, The College of Agriculture, The Teachers' Colleges and The Community Colleges. In the year 2001, tertiary education was defined in the Planning Institute of Jamaica (PIOJ 2001) Labour Market Information Newsletter of Jamaica, Issue Number 38 June, (2001:1) as:

“All tertiary programmes requiring matriculation of a minimum of four Caribbean Examination Council (CXC)/General Certificate Examination (GCE) subjects, including English and Mathematics, having a minimum

duration of two years, and leading to the award of a certificate, diploma, or degree”.

To Howe, (2003:49) tertiary education and higher education are used inter-changeably. He quotes Peters, (2002) as saying that:

“Education and training provisions in these third level institutions may and in fact do include non-university and university level programmes, technical and vocational education and training, professional and paraprofessional training and continuing education programmes”.

The Jamaican tertiary educational institutions (defined above), like their counterparts elsewhere, were constantly faced with the challenge of designing and implementing programmes which will achieve congruence between the demands, constraints, challenges and opportunities in the external environment and the goals, philosophy educational demands and desired outcomes of the institution. The nature of the environment in which the programme has to be implemented is critical to its success.

In this educational context there is also a clear-cut relationship between the political pressures on education and the problem of finding ways within the educational system to fulfil the desired social goals. The consequence of this view is that there is pressure from the political system for institutions to generate the type of knowledge that will achieve social goals. This position is supported by Dawson (1996), who argues that supported organisations are interactive, open systems reacting to people, structure, culture, technology and tasks internally and externally.

ECC’S position as a tertiary educational institution and its outlook on programme implementation would only be understood within the context of the wider society. The institution and its offerings cannot be treated separately from the societal context, as they inhibit and interact with each other, more so as a result of the severe economic constraints and the multiplicity of social demands. The Jamaican external conditions in the early 1990s in some ways enhanced and in others restricted the work of tertiary educational planners. It was therefore important that in the case of programme implementation, an analysis be carried out regarding the external context, to provide data and insights that transcend the internal information requirements of any specific educational or training

programme. One example of such information sought concerned the trigger mechanisms behind implementation. Paton and McCalman (2001:5) list among the possible triggers: government legislations, changing consumer requirements, competition, general economic or social pressures, unpredictable environment and strategic choice. These will now be dealt with.

The Jamaican Government legislations impact educational innovations at the political level, in that there is a widening concern for the state to provide the society with wider opportunities for upward mobility. In this context it constantly makes renewed commitment to find the causes of and propose solutions to its social problems. It was against this background that ECC, founded in the 1970's as one of the Jamaican tertiary institutions, was mandated to meet the following requirements:

- Provide academic education (Pre-University) professional and para-professional training, technical and vocational training, general education and community services.
- Provide middle-management training for the economy.
- Upgrade the Sixth Form offerings, to provide competencies other than for university matriculation purposes and improve the results by providing specially trained lecturers and improved facilities.
- Provide programmes that would cater to a wide and varied clientele with varied academic qualifications and collaborate with the Private Sector and the then New Secondary Schools (Ministry of Education Document entitled *Post O' Level Report (1973)*).

Another factor which had implications for programme implementation was that in the educational sector, economic provisions had never been enough to keep pace with the demands made on them. This inadequacy has brought about severe repercussions on the educational system at all levels. This factor cannot be understated as it had negative implications for access to tertiary and other types of education in the country. Added to this problem was the wide disparity in the allocation of funds among tertiary institutions shown in Table 2.1.

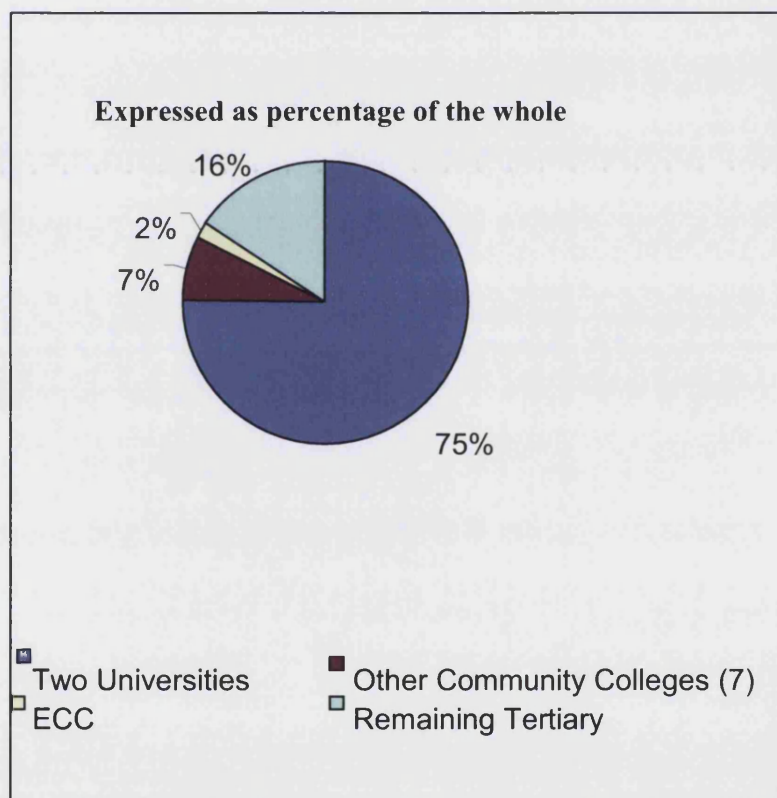
Table 2.1: Budgetary Allocations to Jamaican Tertiary Educational Sector 1995 to 2000 JS'000

YEAR	Two Universities	Community Collages (all 8)	ECC	Remaining Tertiary	Total Tertiary Allocation
1995/1996	1,541,015	176,997	34,304	296,048	2,014,058
1996/1997	2,108,585	263,845	59,519	432,485	2,804,915
1997/1998	3,094,937	339,455	80,378	565,276	3,989,668
1998/1999	3,075,829	319,448	68,088	599,714	3,974,991
1999/2000	2,273,889	379,685	76,249	623,537	3,277,111

Source; Estimates of Expenditure; Ministry of Finance and Planning, Jamaica.

It is true to say that the distribution of monetary resources determines the success or failure of a particular programme.

Figure 2.1 Budgetary Allocation (1995 - 2000) Units.



Source: Estimates of Expenditure, Ministry of Finance and Planning, Jamaica.

Figure 2.1 not only shows the disparities within the tertiary sector but the allocation to ECC at the time, that of 2% representing an already inadequate amount. The two universities got 75% with 25% to be shared among community colleges and other tertiary institutions. The pattern has continued and has made it incumbent on tertiary institutions

to become creative in income generation and spending, with the limited resources at their disposal.

In response to a growing outcry, from various levels of the educational sector, and society in general, for access and equity in education, the Jamaican government paid attention to the tertiary level. It was at this juncture that the sixth forms of the traditional high schools came under close scrutiny, and the idea of the Community College, as a part of the Jamaican educational system, was born in 1974.

ECC was the first of such institutions to open its doors to the Jamaican public but, from the onset, operated in a very competitive environment. Competition came from the Teachers' Colleges, the College of Arts, Science and Education (CASE), the College of Arts, Science and Technology (CAST) and even from the University of the West Indies (UWI). ECC faced the challenge of surviving in this kind of educational environment.

In addition, the institution faced the challenge of operating in a society with the accompanying problems of diminished moral commitment, inadequate health and educational provisions, increase in crime and violence, and changes in values and attitudes which at the time only worsened the socio-economic situation. These problems translate into the demand for new educational opportunities both at the individual and social class levels and were important factors in establishing the mission and philosophy of Community Colleges in Jamaica and of ECC (Appendix 1, Mission Statement).

As argued by Fullan (2000), schools need to produce citizens who have the commitment, skills, and disposition to foster norms of civility, compassion, fairness, trust, and collaborative engagement under conditions of great diversity. They need also to develop intellectual capital in the form of problem-solving skills in a technological world so that all students can learn. Kotter (1995) argues strongly for examining the market and competitive realities, identifying and discussing crises, potential crises or major opportunities before implementation. The fit would be found in a relevant and flexible programme. Given the limitations of the Jamaican educational system and the demands being made on it at the time, the Associate Degree with its all-embracing nature was given consideration as a suitable fit for some societal demands.

THE ASSOCIATE DEGREE

In the Caribbean, the Associate Degree is a post secondary, sub-bachelor's, academic or technical/vocational certificate awarded by colleges or universities after a student successfully completes a prescribed programme of two to three years of full-time or equivalent part-time study. The programme usually includes one or more major areas of study, a core of required general education and a set of elective courses (ACTI 1998: Manual of Procedures and Guidelines for Regional Mechanism for Accreditation Equivalency and Articulation).

In her paper on the Associate Degree in the Caribbean: Its viability as a *Post Secondary Educational Option*, Vivienne Roberts (Caribbean Quarterly, 2000), concludes that the multiple qualification options in Associate Degree, co-exist to cater to the wide ranging nature of tertiary education. It aims at satisfying educational needs in the Caribbean those of quality, utility and efficiency. The academic Associate Degree embodies the principles of a broad liberal education and as such, mirrors the structure of the four-year Liberal Bachelor's Degree in the U.S. (Eaton, 1994). It emphasises the breadth of a democratic society and a global environment (Baker, 1998)

The general education component is the centrepiece of the Associate Degree in Arts in the U.S programme. To Roberts (2000), the Associate Degree provides an understanding of a variety of cultural and historical heritages and an understanding of the role of the individual in a complex and rapidly changing world and an understanding of the physical world and also equips the student with the necessary communications and analytical skills. The American Associate Degree has been in existence for a century; therefore, its meaning, status, and purpose are well understood. It has been widely accepted in areas of employment and has gained full articulation or credit transfer in further education.

The core embodies a body of knowledge which every graduate of a community college is required to have. It is crafted internally and often reflects the needs of the individual college. Communication, problem-solving, critical skills, appreciation of the arts, ethical implications, cultural pluralism, scientific methods, interdisciplinary methods and creativity are critical components. The core subjects are taken by all students in an Associate Degree programme but the general education subjects and electives are taken by students based on their specializations.

The Associate Degree offered in the liberal arts or in occupational areas is an undergraduate programme requiring a minimum of sixty semester credit hours and can be completed in four semesters. The Associate Degree awarded by Community Colleges indicates that the awardees have completed a programme of study with a broad base in general education with concentration in a specific area. Credits earned from the liberal arts through the Associate Degree are transferable into Bachelor's Degree Programmes. Those students who access the Associate Degree of Applied Science are preferred by many employers for mid-level technology positions (Roberts, 2000).

The curriculum of the Associate Degree is competency-based and in it an attempt is made to describe what a curriculum actually requires of a student. It therefore incorporates a variety of learning tasks. The students' performance or competency is continually assessed as the student moves through the system. Some of the best known general reforms have been built upon models that define essential competencies for the associate degrees. Such models include a core, general education subjects, and electives. Major assumptions are that an integrated competency-based curriculum will enable the kind of adaptability which life today demands, will give the students a solid educational foundation on which to build, and should teach students that learning is something more than what is measured in a single test (O'Bannon, 1989). Emphasis is also placed on the impact of technology on curriculum.

Nothing has contributed more to curriculum change than the explosion in technology, which demands integration of method and content. Rapid changes have generated new courses or new course content that have made the curricula of the past obsolete. In diverse ways technology is changing the technical curricula of the community colleges. Technological changes have resulted in either the development of totally new curricula or the modification of old ones while taking into account the demands of the global village.

The trends that emerged with globalisation have impacted on the planning, development and implementation of training programmes. With this focus in mind, tertiary educational institutions in the Caribbean region have sought to maximize their educational resources to meet current and future community, national, regional and international needs. The implementation of the Associate Degree is one such initiative

designed to cope with these needs while remaining relevant. One concern is about how the curriculum may be adapted to better meet the needs of the labour market.

The following section gives a description of the ECC setting within which the Associate Degree as an innovation was implemented and nurtured.

EXCELSIOR COMMUNITY COLLEGE

Excelsior Community College is the first of eight Community Colleges established in Jamaica in the 1970's. It started operations in September 1974 with a student population of 500. Incorporated in the pilot project were: Teacher Education, Nursing Education, General Certificate of Education (G.C.E.) Advanced Levels and Business Education programmes. The institution had positioned itself to satisfy the demands made on it by the government in the policy document namely the "Educational Thrust of the 70s." Among the stated demands were that the programmes satisfy community and national needs and that they be phased out based on irrelevance and new demands. The principal feature of the new institution should be flexibility to facilitate a quick response to the country's developmental needs.

ECC grew rapidly and soon became a critical part of the Jamaican educational system. It was forced to be creative as the government reneged on its promise to provide facilities, adequate staffing and other necessary resources needed. It was, however, able to garner the much needed community assistance. In addition, technical and material assistance were obtained from the Association of Canadian Community Colleges (ACCC) with funds received from the Canadian International Development Agency (CIDA). The institution has positioned itself over time to cope with the changing demands made on it, and its changing mission over time has reflected the same.

From inception up to mid-1998 the college's mission was expressed in the following statement:

"The Mission of the Excelsior Community College is to provide professional and para-professional training, technical and vocational education, general education and community service... Included in this mission is to encourage the process of lifelong learning".

The system's flexibility allowed students to fit into courses that suited their needs. Despite ECC's attempt to apply a policy of strict adherence to the mandate and the positive contribution that this institution has made to the Jamaican educational system, in 1985, a change of government policy resulted in the closing down of two of the departments in the college, and the impending threat of closure of Community Colleges. ECC's Nursing and Teacher Education Departments were closed by the Ministry of Education as it was thought that it was more economical for these programmes to be placed in institutions specialising in these areas of training. This had happened at a period of great economic instability in the society and government's response to rationalise its limited resources. ECC was then forced to re-evaluate its policies, procedures and strategic intent. The institutional review which followed included an analysis of the first mission. The results of such an analysis were used to inform decisions regarding the way forward.

Three other Community Colleges had faced a similar threat of closure. It was against this background that the Council of Community Colleges of Jamaica was formed, its aim to work together to preserve the Community College educational system and to improve the products. Its mission was to initiate, facilitate, regulate and coordinate developmental activities relating to Community Colleges in Jamaica. The Council of Community Colleges has now gained statutory recognition (Council of Community Colleges Act 2000).

ECC was faced with the challenge of recognizing the emerging opportunities and threats and then determining what was desirable to sustain its long-term directions. It repositioned itself in light of emerging developments in an attempt to lessen its chances of getting trapped in a stagnant or declining core business, or letting attractive new growth opportunities slip away because of inaction. Good entrepreneurs have a sharp eye for shifting customer wants and needs, argue Strickland and Thompson (1995).

The implementation of a suitable programme necessitated that ECC develop appropriate mechanisms and measures to establish linkages between Community Colleges and the newly constituted University of Technology (UTECH), Jamaica. It was envisioned that by increasing capacity, utilizing transfer of credit in the movement of persons between institutions and developing appropriate mechanisms to guarantee standards of

performance through monitoring and accreditation, great improvements would be made in all areas of tertiary education. The flexible nature of the Associate Degree was perceived as having the potential for helping to achieve these goals.

In 1993 the Sector Plan tabled in the House of Parliament focused primarily on equal opportunity for all (Social and Economic Survey 1993:20 PIOJ). At the tertiary level, the attention was directed towards improving the quality of graduates, increasing student access, developing new and relevant programmes and introducing measures that would ensure effectiveness. There was a total enrolment of 7366 persons in Community Colleges with 3570 enrolled at ECC (SES 1992/3).

One strategy used to address the problem was to collaborate with the UWI in the offering of the Natural Science Programme and with the same faculty awarding matriculation status to students from ECC who had completed a two-year diploma course in Computer Programming. Another was to offer the Associate Degree.

Changing consumer requirements are often seen as an external trigger mechanism for change (Paton and McCalman, 2001). ECC'S response was the development of problem solving innovations and non-traditional skills, with emphasis placed specifically on those skills necessary to develop students' ability to work in teams, use modern technology, create knowledge and facilitate dialogue. The buzzwords in the Jamaican work environment during the period of study were quality, efficiency effectiveness, relevance and accreditation. The institution was also faced with changing clientele demands. No longer were educational institutions developing curricula and selling their product to the customers. Quality Assurance issues became a priority. The customers' demands were now focused mainly around relevance, flexibility, time, quality and cost.

If ECC were to survive, it had no choice but to provide the services demanded by the stakeholders and the growing competition. At the lower end, the College was competing with the High Schools and at the upper end with some thirty other tertiary institutions. Some of them had not only adapted the strategies used by ECC but had devised more cost effective and creative ways of doing what the institution had done at first. Greater attention therefore was paid to the recommendations made by the 1994 *Task Force on Education*. Where for example, it was stated that the College should achieve relatively good educational standards at a low cost, the external and internal environments were

demanding quality education at a low cost. These demands necessitated the maintenance or refocusing of the position of the college.

Given these organisational challenges, how did ECC respond? In 1993 a practical response was carried out with new mission and positioning strategies in mind. The questions were: “What is now our business?” and “What are we trying to do on behalf of our students?” The answers to these questions were translated into measurable objectives and institutional performance targets. The institution had to take practical steps to set it apart from others in the industry. The new strategic intent of the institution had to be seriously contemplated and documented. What was the way forward? The major challenges posed were those of finding the financial resources, and gaining the commitment of all stakeholders to move the institution forward. In the midst of an unstable, social, political and economic external environment, a very demanding internal one and limited financial resources and global concerns which characterized the framework within which institutional change would take place, the Associate Degree was implemented.

Community Colleges today, are educational institutions committed to access and to a consistently high quality of educational experiences (Cohen & Brawer, 2003). Whereas the innovations of the 1960's were driven by access, says O'Banion (1989), present college leaders and faculty have recognized that access and quality were the driving forces behind former innovations (O'Banion). Therefore, access with quality has become the complementary concept that currently motivates innovations in these colleges (AACC Publications, 2000). In order to satisfy accreditation and articulation issues, Mackenzie (1964) does not see only freshness, creativity and change in curriculum innovations but also sees them radiating around six focal points, namely, teachers, students, subject matter, methods, materials and facilities, and time (Miles, 1964). The focus on content, scheduling, certification, interaction, experience and freedom in part explains this view. Other curriculum innovations include changes in curriculum content, instructional delivery schedule or degree requirements. The direction is towards coherence and greater integration of learning, for example, general education, competency based curricula and new technology (Ryland, 2000).

CONCLUSION

The conditions existing in the global, regional, and local educational sectors during the late twentieth century, had posed many challenges to educators at all levels of the Jamaican arena. The Community Colleges on the verge of closure at the time were forced to become innovative; to carve out their niche and to face the challenges posed by the society. The Associate Degree showed great promise in this survival effort. Excelsior Community College dared and accepted the challenges posed in this curriculum innovation. The processes and outcomes have become the subject of this study.

CHAPTER 3 RESEARCH DESIGN AND METHODOLOGY

INTRODUCTION

This chapter explains the pragmatic approach taken in the study; identifies the rationale for using a case study amplified with a survey as compared to other methodologies; and describes the data collection and analysis techniques applied. The theoretically based research questions informing the study have their foundation in the institutional approach to organizational change as posited by Meyer and Rowan (1977), Tolbert and Zucker (1996) and March and Olsen (1995). The research questions asked are:

What were the forces that created the demand for the Associate Degree?

How were these demands translated into the Associate Degree at ECC?

How was implementation of the Associate Degree carried out at ECC?

Who benefited from such implementation and how?

Questions 1 and 2 are based on Tolbert and Zucker's (1996) approach to the conceptualisation of innovations and the relationship between the factors in the external environment and the process of institutionalisation. The Tolbert and Zucker's model is used to establish the factors at work in the Jamaican society at the time of implementation of the Associate Degree and how they helped in the Associate Degree's definition.

Question 3 deals with the understanding and definition of the factors of the innovation (Associate Degree) by individual actors (March and Olsen, 1995) and the processes involved in implementation. The researcher analyses the individual accounts of the various actors in an attempt to arrive at an answer to this question. Further investigation of the processes is carried out by applying Tolbert and Zucker's (1996) sequential stages of institutionalization. The levels of interaction and the problems encountered, are explored within the framework of Meyer and Rowan's and March and Olsen's explanations of why organizations change.

The outcomes and benefits (Question 4) are linked to Tolbert and Zucker proposition that organizational leaders envisage some form of beneficial outcome when innovations are implemented. Of importance also is the attempt being made to find out how meanings emerge through social interaction (Tolbert & Zucker, 1996) and how various stakeholders

interpret and understand the processes involved in the implementation of the Associate Degree at ECC (Meyer & Rowan, 1995).

Having identified the research questions, I now develop and describe the framework within which the research is carried out.

OVERALL RESEARCH FRAMEWORK

An attempt is made in this study to reconstruct what happened with the implementation of the Associate Degree at ECC using the theoretical lens as discussed in Chapter 1. Contemporary accounts are combined with historical documents and various methodologies are used to answer different questions. The research design has been influenced by:

The researcher's claim as to what constitutes knowledge,

The type of research questions asked, and

The nature of case study approach to research.

The research design that has guided the process of collecting, analyzing and interpreting observations, involves the identification and limitations of the problem. This has led to a new understanding of the past and the generation of information relevant to a previous condition (Yin 1994).

I have adopted the pragmatic approach as it is not committed to any one system of philosophy and reality and allows me greater freedom of choice in terms of methods, techniques and procedures that 'best' meet the needs and purposes of the study. This approach has allowed me to capitalise on the tenets of social constructionism, the theoretical verification of post positivism as well as the change-oriented focus of the advocacy approach. These, to the researcher allow scope for the application of the methods that best answer the questions asked.

The pragmatic approach implies the use of the mixed method strategies in which researcher draws liberally from both qualitative and quantitative assumptions. The knowledge claim is that meaning is socially constructed, as individuals, in their search for an understanding of what happens around them, develop subjective meanings of their experiences. I have therefore framed the research within the case study of the qualitative

technique, the non-experimental design (survey) of the quantitative strategy (Cresswell, 2003:17).

METHODOLOGY

The mixed methods approach adopted is a multi-strategy research related to a complex range of research questions and a complex research design (Bryman, 2001). The research can take the form of a mix of quantitative, a mix of qualitative or a mix of qualitative and quantitative. In this instance a mixed method has been used by adopting a major qualitative case study design in which a number of different methods of data collection techniques are embedded namely interviews (qualitative), survey (quantitative) and documentary analysis.

In this study the more highly resourced qualitative case study is amplified by a questionnaire survey as a complementary tool. The survey serves the purposes of expanding the sample and increasing validity and reliability. The mixed method approach allows for the introduction of a different paradigmatic position, namely, the taking on board of two recruited personnel to carry out some of the interviews with the major players.

The researcher is cognisant of the fact that no single source has a complete advantage over the others hence their complementary nature. The different types of data required have highlighted other theoretical concerns and have served to confront the contradictions; highlighted the fragmented and multi-faceted nature of human consciousness and drawn out the interpenetrations of dominant ideologies of the times with personal concerns and practicalities of everyday life (Branna and Moss 1991:18). The research questions include a variety of sub-questions which seek answers to the how and why forms of questioning best served by adopting the qualitative strategy. Also included are the who and what questions which are best answered by using aspects of a quantitative strategy (survey).

The Qualitative Aspect (Qual)

The qualitative aspect of this research looks directly at the local processes and factors underlying the series of events and states which led up to conceptualization and

implementation of the Associate Degree showing how these led to specific outcomes. The data gathered in the form of words will, according to Silverman (2001:5), provide information about those issues and situations which are better explained by analysing how and not by applying measurement. In supporting the use of the qualitative techniques, Silverman argues further (ibid. 7) that there is a place for commonplace research about issues in organizations, and that a purely quantitative application would simply rule out the study of many interesting phenomena relating to what people actually do in their everyday lives.

Leedy and Armrod (1989) argue that qualitative research serves one of the following purposes: verification, interpretation description and evaluation. On examining the problem and the research questions I am convinced that some aspect of these four purposes can be served by using the qualitative approach. Its acceptance of the triangulation technique allows one to use a number of data collection measures to get to the respondents' intentions. This approach also allows the researcher to take self-correcting measures by returning to the data to obtain further information to amend, or add to existing findings. The qualitative method enables the use of a number of interpretive techniques which allow the researcher to describe, translate or otherwise come to terms with the meaning of the social phenomena being studied (Cohen, 2001).

Among the commonly used qualitative designs cited by Leeds and Ormrod (1974) are

- Ethnography which focuses on an entire cultural group. This focus eliminates its applicability to this study.
- Phenomenological study which tries to determine what it is like to experience an event. Its use in this study would yield too limited a result.
- Grounded Theory study begins with data from which a theory is developed. The aim of this study is not to develop a theory hence the restriction of its use to data analysis.
- Content Analysis whose ultimate goal is to identify the specific characteristics of a body of material. This method has been applied to the analysis of organizational and other documents deemed suitable of yielding valuable information in this study.
- The Case Study method used is an in-depth study of a particular individual programme or event for a defined period of time. A single case study adopting the

multi- method approach within the framework of a qualitative research strategy, will allow me to make empirical generalisations about the programme being studied.

Description of and Rationale for Using the Case Study

Case Study according to Kumar (1999:86) is a retrospective study investigating a phenomenon that has happened in the past to be conducted both on the basis of the data available for the period and on the basis of respondent's recall of the situation. Such a study provides an opportunity for the intensive analysis of specific details often overlooked by other methods. The case rests on the assumption that the phenomenon being studied is typical of cases of a certain type so that through intensive analysis, generalisation applicable to other cases of the same type may be made (Kumar: 99). Case study falls into Cohen's (2001:18) second approach to social investigation which seeks to understand and interpret the world in terms of its actors and consequently may be described as interpretive and subjective. It focuses on individual actors or group of actors seeking to understand their perception of events and highlights specific events that are relevant to the case. Researchers have capitalized on these advantages. The weaknesses are addressed by using other methods.

Another reason for using the case study is its suitability in answering the research questions of why and how while requiring no control over behavioural events as in the case in experimental designs. It is being used to analyze issues as they occur in real life contexts. Data which would be regarded as anecdotal or subjective in experimental research is used to provide relevant information in a case study. Given this scenario the case study is the best strategy.

Like Yin (1994), I am convinced that the case study method is useful in researching events and processes (the Associate Degree) thought of as being worthy of analysing and documenting. The Associate Degree was the first programme of its kind implemented in an institution of this nature in Jamaica. The process was observed by the researcher, who thinks it is worth the effort to investigate it and document her findings.

The essence of this case study is that it tries to illuminate a decision to implement an innovation. To me it is good to show progress in terms of numbers. It is better to be able to tell a detailed story of something important that really happened in the life of an

institution (Scham, 1971). The case study method is used to cover contextual conditions believed to be highly pertinent to the phenomenon of study (Yin, 1994). I have therefore adopted Yin's (1994) four stages of research design for conducting this case study. The stages are:

Designing the case (Research Design)

Conducting the case (Data Collection)

Analysing the case (Data Analysis) and

Developing the conclusions drawn, analysing the implications and making recommendations.

Case Study Design

Yin (1994:20) identifies five components of a case study research design as being of special importance. These are the research questions; (already discussed) the propositions; the unit of analysis; the logic linking the data to the propositions and the criteria for interpreting the findings.

The proposition as described by Yin (1994) directs attention to the issues to be examined in the study which in this case study are that:

1. Environmental demands are interpreted by (educational) institutions and are translated into innovations (educational programmes).
2. These innovations are implemented in the interest of survival or according to how things are done in that institution and not necessarily for efficiency.
3. Institutionalization of the outcome of successful implementation follows a sequential process.
4. Some form of changes or organization adjustment will take place as a result of implementation and
5. There are expected benefits to accrue from the implementation of such innovations or the decision-makers would not have committed the organization's resources to such a process.

Yin's (1994) third component of the research design is the unit of analysis which details what the case study is about. In this situation, the unit of analysis is a single case of the processes and outcomes of the implementation of an educational innovation in an educational institution over a specified period. Yin (1994:38-40) (a) cites as a rationale for a single case that the case represents an extreme or unique one. The decision to focus on a single case is justified by the fact that it allows the researcher to take as close a look as possible on the innovation being investigated and allows her to uncover some of the subjective understandings of the most important issues pertaining to the case.

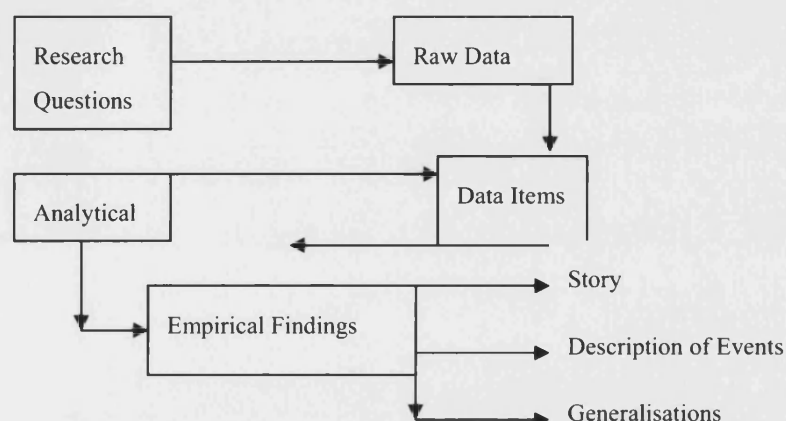
By definition the logic linking the proposition to the data is the technique of data collection. The data collected about the demand, translation of demand, implementation process and outcomes of implementation of the Associate Degree are linked to the propositions by the use of in-depth interviews, careful analysis of relevant documentary evidence and responses to questionnaires, where applicable.

The criteria for interpreting the findings in the case combined with the logic linking the data to the proposition represent the data analysis steps in a case study (Yin 1994: 25) (b). In this study, Strauss and Corbin's (1990) coding techniques are applied within the methodological framework of a single case study using multiple sources of evidence.

The research questions identified have generated raw data through interviews, documentary analysis, and questionnaires. The raw data have been stored under headings in memo form on the computer and as hard copy.

The case study design used is highlighted in Figure 3.2 and involves identification of the research questions; generation of raw data; collection and sorting of raw data; analysis of raw data; breakdown of findings to tell the story, description of events and the making of generalisations.

Figure 3.2: Case Study Design



The case study protocol is shown in Appendix 3

The Quantitative Aspect (Quan)

In this study a survey is used to amplify a case study. Yin (1994) supports the view that structured interviews along the lines of a formal survey can be designed as part of a case study. The key to using this strategy to Bassey (1999) is to be systematic and be governed by the considerations of ethical research namely respect for democracy and truth and respect for persons.

The survey method is chosen as a sub-strategy to answer the many questions of who, what, and where. It is not being used to establish whether or not correlations exist between variables or to establish the validity of causal theories by testing them empirically. Its relevance to this case study lies in the number of questions it addresses.

The survey data is collected over time and the purposive sample is drawn from the stakeholders of the institution namely Ministry of Education, staff, students, and Council of Community Colleges of Jamaica.

Document Analysis

Viewed from the mixed method or case study approach this study allows for the use of documentary analysis as a data collection tool. Grounded in time and context, documents often yield important historical data. They are also used to corroborate evidence gained from interviews and questionnaires and to provide information to enrich the case.

For this case study, permission was sought and obtained from the relevant agencies to use the documents namely institutional memoranda, reports, government pronouncements, minutes of meetings, and written reports of events, formal evaluation documents, newspaper clippings, and any other relevant organization documents available. They are used to provide historical and contemporary evidence.

The primary sources of documentary evidence are: University Audit and Students SWOT analysis, an analysis of students from ECC who obtained credits/transfers to UWI; Manuals and Publications by ACTI, TLIU and CCCJ; Strategic plans, minutes of Curriculum Committee Meetings -1994; Presentations made on the Associate Degree at

conferences; Students' Records; Registers, Graduation Lists, Enrolment documentation; Official statistics and Mass media products. These documents have been used to corroborate information provided by participants. The information gathered from these documents and from other named sources are coded, categorized and stored.

The authenticity relating to source and date of each document has been established through careful appraisal. All documents have been identified and coded on the basis of interpretation provided. Context and time period are used to develop the researcher's propositions and not to represent a population.

METHODS OF DATA COLLECTION

In this section are presented the main techniques of data collection and an explanation is given as to why each is used. The interviews, how conducted, with whom and why and the activities associated with each research question are also explained. The survey instrument used is described. The emphasis is on systematic interviews requiring recall of events in a chronological fashion that is, starting from establishing demands externally (Tolbert and Zucker model) and working one's way through implementation to benefits.

To gain an understanding into how various stakeholders at different levels of the organization (ECC) and the Jamaican society perceived, defined and constructed reality out of the implementation of the innovation (Associate Degree), semi-structured interviews, documentary evidence and questionnaires have been used to collect the data. Interviewees include members at all levels of the organization ranging from management, staff at all levels, supporting organizations (CCCJ UWI; Ministry of Education), and Private Sector. Each data collection technique and how it is used is now discussed.

Interviews

Semi-structured interviews are used in this study to find out about peoples' personal opinions or experiences and are viewed as direct conversations which allow for the in-depth exploration, and the generation of substantial information of the respondents' experiences. The accounts obtained in the interviews, are taken to be informed statements of persons who have experienced the situation.

Interviewing Process

The initial contact is made with each participant by way of a letter outlining the main purpose of the study (Appendix 2). In it permission is sought for the participant's involvement. In telephone conversations, informed consent is given for interviews to be held more than once, thereby, enabling probing of particular topics if and when necessary. In the instrument developed, mention is made of the ethical principles of anonymity and confidentiality.

The agenda for conducting the interviews is dependent on the availability of interviewees. Variants of the interview structured to unstructured are used depending on what is thought relevant to generate the data. The primary purpose of the interview in this case, is to develop a historical perspective of the process, benefits and changes as perceived by participants.

Interviews are arranged in advance, but occasionally some persons are asked at random to participate in on-the-spot interviews. This occurred mainly where students who can, provide valuable information visit the college to conduct business. Their input is needed to increase the number of students in the sample, as this group posed the greatest challenge in terms of accessibility. This means that the interviewer had a set list of questions at all times that she was willing to modify when necessary. This method has helped her to remain in control of the interview while introducing some degree of flexibility.

Concerns about issues of power, researching one's own institution and the researcher's involvement in the process, have resulted in the inclusion of others in the interviewing process. These were individuals who knew about the techniques of interviewing, who had gained the confidence of the staff and other respondents, who have an understanding of what the researcher was trying to achieve, as well as some knowledge of the programme. This was done in the interest of objectivity.

In their presentation at the Association of Qualitative Research Conference; *'Issues of Rigour in Qualitative Research'*, Melbourne, July 6-10, 1999, Smyth, A & Holian, R argue that researchers of their own organizations face issues of credibility, both within their own organization and when reporting their findings to the external audience. In an

attempt to address issues of validity such as bias, subjectivity, anonymity and coercion, issues of credibility must be addressed during the early stages of the research process. It is with these concerns in mind that I have sought to reduce the constraints placed on me both as a performer of significant roles in the process, and as one in position of power and authority by using assistants in the interviewing process. The specific aim is to reduce the possibility of respondents telling me what they think I want to hear and not what they truly feel.

The interviewers used have read the project proposal; have taken part in the sampling process described, and the grouping of the questions. They were members of both ECC'S and the Council of Community Colleges of Jamaica's Curriculum Committees and lecturers on the programme from its onset. One is now a Head of Department, the other the Staff Liaison Officer. Both have been selected not only because of their involvement in the process, but also because of their indepth knowledge of the process of conducting interviews. These attributes, along with formal discussions, have familiarised them with the research questions, the design, theory and goals of the researcher. Each was equipped with a list of questions, with suggested areas to probe. They were allowed to use their discretion to carry out probing where they thought necessary. Of key importance, are the sessions held with me before and after each interview and the debriefing at the end of the process. These are used as strategies to ensure the development and on-going engagement between the assistants and myself. These sessions also helped to provide feedback and a supportive background environment in which I could carry out critical reflections on the topic.

Interviews were kept as short as possible by imposing time limits and by setting guidelines for the interviews in advance. Enough time was allowed following an interview to write up notes so as not to forget the details of what was said. To the researcher, interviewing was seen as a flexible method by which issues not thought about were raised, leads were followed and new themes were identified to provide the information that should be had.

How and Why the Interviewees were selected

In studying programme implementation much of the data required can only be obtained from first- hand accounts of stakeholders as they describe their opinions and experiences.

Individuals are key actors in the story. Although the process might not be entirely clear to them they have some knowledge of the intended outcome (Zucker and Darby, 2005). They may be described as actors with a purpose and with some interests (Tolbert and Zucker, 1996), or as potential actors of new institutional structure (ibid. 1996:176). To Meyer and Rowan (1977), many of the positions, policies, programmes and procedures of modern organizations are enforced by public opinion, by the views of important constituents, by knowledge legitimised through the educational system, by social prestige or by laws. These they cite as manifestations of powerful institutional rules.

The decision of who should be included in the study is based therefore on the potential of these individuals to shed light on what has happened and on their ability to provide a rich description of their experiences that were encountered over the period of programme implementation to institutionalisation of the Associate Degree at ECC and not on age and sex. It was possible to place the interviewees into groups based on the roles played during the process. Meaning was created from information gathered from internal and external participants as well as stakeholders who are perceived as benefactors. The groupings are as listed and are coded by numbers. The reason for inclusion of each is also identified. The final sample includes sixty-seven (67) participants, subdivided as shown in Table 3.2 of the sample, thirty (30) were interviewed and thirty-seven (37) completed questionnaires.

Table 3.2 Participants in Study.

Group	Group Number	Selected Sample	Population	Method	Stage
Management of ECC	1	4	4	I	Monitoring
Curriculum Committee	2	4	9	I	Framing and Implementing
Principals (ECC plus two others)	3	3	7	I	Framing and Monitoring
Council of Community Colleges	4	4	14	I	Supervisory at all stages
Ministry of Education	5	1	1	I	Monitoring
University of the West Indies (TLIU)	6	2	3	I	Framing and Implementing
Employers	7	10		I	Framing
Students	8	27		B	Implementing
Support Staff	9	5	8	Q	Support at all stages
Academic Staff	10	10	15	B	Framing and Implementing
Heads of Department	11	4	4	I	Framing and Implementing
Total		74			

I=Interviews Q = Questionnaires B = Both

Table 3.2 also summarises the stage at which each group would have played a more significant role.

The rationale for their selection can be explained by March and Olsen, (1995), who argue that organizations create actors and arrange the relations and interactions among them. These actors are the ones who interpret the rules, guide behaviour and stabilise expectations. According to Zucker (1988), they are the potential creators of new institutional structures.

Conducting the Survey - Use of Questionnaires

A questionnaire survey was used in this study as a secondary source of providing additional information. One reason for using this approach was to deal with some demographic problems encountered in an attempt to gain the information via the use of interviews. Another reason was that some participants expressed a preference for the use of the questionnaire as compared to being interviewed. Time was another factor. Some participants found it impossible to make themselves available to be interviewed. Of importance also was the necessity to do additional probing in areas considered as not being adequately dealt with in the interviews or in areas of special focus. One such area is the operational area where staff (group 10) and students (group 8) became the areas of concern. There are some areas of common interest but, there were some groups from which specific information was being sought because of the role specific nature of their

task. The Members of the Curriculum Committee for example might not have been the best source of information regarding the day- to - day operational issues experienced. The members of staff were deemed the best source of information at the operational level, hence their selection.

The use of the questionnaire added to the complexity of the task on the one hand, but increased the scope for the researcher to make comparisons across groups on the other. To the researcher, although this has compounded the issue, it was better to gain the information this way than none at all.

Questions are focused on the areas of concern such as issues raised in the theory being used, and on general themes that might emerge in any study of adjustment or change such as resistance. Specifically the selection of what questions are asked and of whom is dependent on the research question being addressed and the associated activity required to gain the best response (Appendix 4). Research questions 1& 2 for example aim at establishing the forms and nature of demands and examine how the demands despite their various forms and nature were translated into one solution. The questionnaire is organized in sections as follows: background data, implementation, strategies, programme consequences of implementation and evaluation (Appendices 4 & 5). The questions demand responses as choices from lists or simply yes/no. Other questions are open ended ones which allow the respondents to elaborate on their responses.

Piloting of the questionnaires was carried out in February 2003 among a random sample of members of staff. As a result some shortcomings of ambiguity were identified and corrections were made. The questionnaires were distributed by hand and by hand-delivered mail. The same process was used to send reminders so as to increase the response rate.

Adjustments were then made and copying done for the final questionnaire. The methods of dispersal used were: email, regular mail and by hand. The categorizing of response was done by applying the grounded theory technique of open coding. It should be noted that, given the composition of the educational sector in Jamaica, the nature of the study, demographics in terms of age, sex, race, class and so on were not considered important as factors that would add significantly to gaining an insight into the problem. Their

importance and involvement in the process explain the inclusion of the following groups in the sample.

Group 1 Management: At ECC both size and budgetary constraints allow for management to adopt a hands-on approach to programme development. Heads of departments may make recommendations, but must justify their choice to management. The final decision rests with Management to say whether or not they will be prepared to commit the resources of the institution to the implementation of the innovation and whether or not they think that it will have some positive value for the organization (Tolbert and Zucker, 1996). The information being sought from the ECC'S Management group is: why they were willing to commit the organizations resources to this venture, what were their expectations and in retrospect, was this decision a wise one.

Group 2: Curriculum Committee: The follow-up to one of the ECC's survival effort, was the formation of Council of Community Colleges of Jamaica. In addition to the Chairman and Secretary, the Committee had at least one representative from each of the seven Community Colleges. It reports to the Council of Community Colleges of Jamaica, and is responsible for the development, review, standardization, implementation and evaluation of all curricula in member institutions. It convenes workshops and seminars for staff development in specific areas of need as well as identifies and recommends resource personnel for the Advisory Boards, (Terms of Reference: Curriculum Committee, CCCJ -1994:1).

The Council, by establishing this Committee, had taken steps to ensure the quality and consistency of its programmes. Each college should have its own internal quality assurance body. As stated in the Council's Strategic Plan 1993 -1995, the Associate Degree should enhance the students' ability to acquire information, reason clearly, think critically, and communicate effectively, apply knowledge appropriately and develop skills which would enable them to contribute meaningfully to the development of society. Curriculum planning, development and review, are vital links in this chain. The curriculum has to be developed before implementation takes place. The researcher is of the opinion that in terms of process, setting of objectives and ultimately assessing the innovation, the members of the Curriculum Committee are the most useful in explaining what they had set out to do and to give an assessment of what eventually happened.

Group 3 Principals: Meyer & Rowan (1977) see school administrators who carry out innovations legitimising them through governmental requirements. When successfully implemented they are perpetuated as 'authoritatively required or at least satisfactory'. Community Colleges in Jamaica operate as a consortium. Individual Colleges are allowed to develop and even implement their own programmes, but quality checks are imposed by a group of Principals. The Principal in the institution implementing a programme is expected to present it to Council and clarify any issues raised by them. The Principal in this case, was also the Chairman of Council, at the time of implementation. His commitment or lack thereof would have had positive or negative implications for implementation and ultimately institutionalisation. In addition Principals together formed the decision-making body of the Council, responsible for ultimate ownership of all programmes.

The Principals are included in this sample in order to obtain from them information regarding their levels of commitment, expectations, involvement, process, and most importantly to find out whether or not their expectations were realised.

Group 4 Council of Community Colleges of Jamaica: The Council established to provide solidarity for its members in view of a threat of closure and pruning of Community College, providing guidance and direction in the 1980's has now evolved. The Council is the ultimate owner of the programmes developed by the colleges. The Curriculum Committee has reporting functions to this body. Its function is to put those measures in place which are necessary to maintain quality. The Council's Secretariat may accept or reject programmes presented to it from institutions. Meyer and Rowan (1977:351) argue that an "elaborate institutional environment" will act as a stabilising influence and buffer mechanism against turbulence in both internal and external organizational relationships. The CCCJ provided that wide collective system which gave such support to ECC through collective agreement.

The researcher has involved this group in the sample, as she wishes to find out how and why it bought into the programme and with what results. How was acceptance gained? Was the programme implemented because of external pressure, because it was the right thing to do or was it in the interest of survival of the institutions?

Group 5 Ministry of Education: These participants may be regarded as Meyer and Rowan's political actors. To them political centres contribute to the use and spread of formal organizations by organising layers of offices that manage to extend conformity and duplicate traditional activities throughout society. Government through these offices can transmit coercive adaptation of reforms and lend legitimacy to them.

The Ministry of Education and Culture is both a regulatory and supervisory body. It also funds approved programmes. Its approval must be had before financial support can be obtained for staffing and other resources. Request for approval takes the form of a formal proposal. This group is included in the sample, as the researcher is seeking information about how the institution was perceived by this body before and after implementation of the Degree.

Group 6 University of the West Indies: Associative organizations play a role in driving institutional changes (Brint and Karabel, 1989) and may be given the function of an external assessment criterion (Meyer and Rowan, 1977:305). To them government can transmit adaptation of reforms through their initial search for institutional change. The University of the West Indies was at the time of implementation of the AD programme the only recognised higher educational institution. It is a regional institution with a unit (TLIU) dedicated to making the link with tertiary institutions in the region. Such institutions collaborate with the UWI through the Tertiary Levels Institutions Unit to establish academic linkage and acceptance.

The Tertiary Level Unit of UWI, devoted to spearheading this type of venture would have had information on the relationships, the nature of collaboration and the results, hence, their inclusion in the sample.

Group 7 Employers: (Public and Private Sectors) These groups have been selected according to their levels of participation in the work experience activity of ECC. The ultimate aim of training in any form, is to prepare graduates for the world of work. Employers' involvement in product development ensures relevance. In addition, they are the ones who have knowledge of what is required in the industries. Programme developers ignore them at their own peril. They are also in part the recipients of the end product. In a developing country, education cannot only be an exercise aimed at freeing the minds but must lead to some form of economic independence. It must empower

persons to produce goods and services for the global market thus giving more meaning to one's independence. The challenge, here, is to target extra resources, which will enable the institution to expand and attend to quality issues. This will enable the organization to perform at the required level. In this way, the Private Sector must be considered as one of the institution's most valuable allies.

The premise being used here is that, a well trained, reasonably educated population is a requirement for sustained economic growth. Whether as members of Boards of Studies, Academia, Donors, or Work Experience partners, the institution has found the Private Sector worthwhile partners. They have a vital role to play in achieving the vision, mission and appropriate positioning of the institution. Their endorsement of a new programme speeds up the process of objectivization and ultimate diffusion into structure (Tolbert and Zucker 1996). The private sector must therefore be viewed as one of the institution's most valuable allies. Information regarding the outcomes, results and the positive and negative impact was sought from these sectors.

Group 8 Students: The major stakeholders in an educational institution are its students. They impose on the institution the challenge of providing them with cost effective and accredited programmes. In the case of implementing a new programme the researcher wants to find out about their initial feelings and expectations and eventually whether or not their expectations have been realised. In addition she needs to know what motivated them to display confidence and good faith in ECC and the Associate Degree (Meyer and Rowan).

Group 9 Support Staff: Programme implementation needs to be supported by up-to-date student services. The consequences can be grave if these and other supporting structures are not in place. It would be interesting to find out what tasks the support staff performed, how their roles were impacted on by the implementation of this innovation and with what results.

Group 10 Academic Staff: Staff in the sample are selected from those who participated in the programme and are still employed to ECC. To Meyer and Rowan (1994:4), professional educators are important in the institutionalization of education. Programme delivery rests squarely in the lap of the academic staff (operational level). They are the ones who make or break the programme. The students rely on them to facilitate learning

and motivate them by allaying all their fears. They are the main stakeholders at the operational level. From them, information is sought about their roles, perception at implementation, perceived benefits and reasons for establishing permanency.

Group 11 Heads of Department: In implementation, the operational level is important and much of the responsibility for monitoring and supervising the new venture at all stages depends on people at this level. As the main implementers, they are the ones who will have first-hand knowledge of processes, bottlenecks, problems, forms of resistance and general information on implementation and institutionalisation.

Process of Sample Selection

Table 3.2 shows the sample size used in the study. Having given an explanation of why each group was chosen, the method of sample selection is now explained:

Group 1 Management

The ECC Management population during the period of investigation comprised the Chairman of the Board of Management, the Principal of ECC, the Secretary Bursar of the Board and the Staff Representative on the Board of Management. I thought the population was so small that all could have been included in the sample. Given the nature of the study the input of each was considered vital.

Group 2 Curriculum Committee

The sample here included the first Secretary of the Committee as well as members who had served this body over the period of study. Selection of the other three members was based on accessibility, as of the original population of nine, three had passed on at the time of the study.

Group 3 Principals

The Principal of ECC, chairman of the Council of Community Colleges of Jamaica at the time of implementation and other Principals who had served the CCCJ over the ten year period was the population. Of the remaining six principals three were selected randomly.

Group 4 Council of Community Colleges of Jamaica

The population comprised both Principals and Vice Principals of the Colleges, a total of 14 persons. Prior to conducting a random sample, those used in groups 1 and 3 were eliminated.

Group 5 Ministry of Education

The population here is one (1), that is, the member of the Tertiary Unit of the Ministry of Education with special responsibility for the supervision of the operations of Community Colleges in Jamaica. The Tertiary Unit then comprised three members, each with responsibility for different levels of the tertiary educational sector in Jamaica.

Group 6 University of the West Indies

The Tertiary Level Unit of the University of the West Indies comprised a Director, an Administrative Assistant and a Secretary. The purposive sampling technique was applied hence the exclusion of the Secretary in the sample.

Group 7 Employers

The population of employers was wide and varied and could not be easily defined. The researcher therefore used the names of employers in the school data-base stored by the Work Experience Officer of ECC. Of twenty listed, ten agreed and participated in the study.

Group 8 Students

The student population for the study was categorized as follows:

1. Students involved in the initial process, 1994 to 2000 and
2. Students pursuing the Associate Degree at the time of this study.

Only six of the original group of students were located. The remaining 21 are from other year groups and were randomly selected from class registers. They were located with the help of Heads of Department. The ideal was to focus more on those who had participated in the pilot project, a total of fourteen (14).

Group 9 Support Staff

Five of the eight support staff randomly selected have worked with the programme over the period. They have provided support either as Secretaries to Heads of Departments or as Administrative Assistants in Student Services.

Group 10 Academic Staff

In the case of staff, the population was all the members of staff who has taught on the programme and are still at the institution. The sample was drawn by selecting alternate members of staff who have taught on the programme as they entered the staff room to attend a staff meeting on a particular day. The lecturers in the sample are from the Business Administration Department where the programme was piloted. The number of lecturers in the sample totals ten (10) out of a population of fifteen (15).

Group 11 Heads of Department

The population of Heads of Department includes all HODS who have supervised the Associate Degree programme between 1994 and 2000, a total of four. The population was small enough to include all four (4) in the sample.

Semi-Structured Interviews

The semi-structured interview has been used extensively in this study, as in addition to the fact that the case study method of investigation lends itself to its use, it is a far more relaxed process, and is capable of opening up discussion for further development of the subject. Each participant is asked a similar set of questions but there is allowance for each question to be developed further, if necessary by probing. The questions set in advance are used simply as the researcher's guide or prompt.

The use of this technique has allowed me to gain information on how respondents, in their own words, perceived the processes and outcomes of implementation. One advantage noted is that all participants are asked exactly the same questions and hence comparable data can be obtained.

The questions asked have focused directly on the case study topic and guided by the theories used. Most of the questions asked of the key respondents were open-ended and

facts as well as opinion on the matter were sought for example “Tell me what you think about the time of implementation of the Associate Degree,” and “what were your impressions of the Associate Degree at the time of implementation”. In all cases the interviews were focused, that is, guided by a list of questions compiled by me. In such a case there was scope for the interviewer to seek clarification of issues. The questions were compiled based on the research questions for which answers were being sought and the role each group would have played thus giving it the authority to generate plausible information about their specific experiences. Despite its ability to provide a vast amount of rich data, questions about the reliability of the outcome may be raised, and the interview can become simply a ‘chat’ if not carefully controlled especially as nearly all interviewees are known to the researcher. Of importance also was the stage of implementation in which group is considered as having impacted on most.

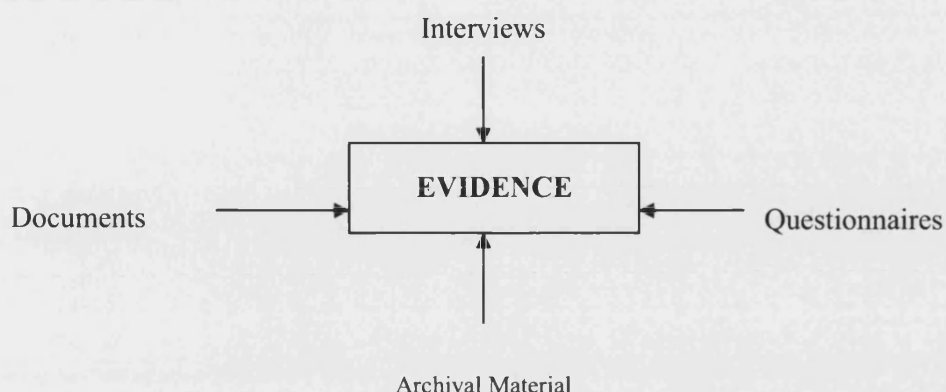
Taping provided an accurate rendition of interviews and transcribed versions were sent to interviewees for verification. Permission was sought for such an instrument to be used. However, some interviewees refused to use this medium, showing preference for the use of the questionnaires. No more than two interviews were conducted on any particular day and these were transcribed the night following the interviews. This gave the researcher time to think about the information obtained over particular periods.

Presently, I have identified as a limitation to this study, the inability to gain ready access to students. The researcher is sure that other limitations exist. These will be identified and discussed as the study progresses. The case study method facilitates the use of this technique. The interview questions and the associated levels are shown in Appendix 6.

DATA ANALYSIS

The principle of data analysis applied to this study is to converge the information gathered from documents, interviews and questionnaires. Figure 3.3 highlights the convergence process used by the researcher and described by Cresswell (2003:16). Here the researcher operates against a theoretical framework for the topic of interest, selects various methods for collecting data and interprets outcomes or changes anticipated by the study.

Figure 3.2: The Convergence Method



The data relating to each area of focus is analysed using the grounded theory **open** coding technique to establish relationships and possible causes and effect. Grounded theory as described by Strauss and Corbin (1994) is a general methodology for developing theory and is grounded in data systematically gathered and analysed. The coding technique which Strauss and Corbin (1994) proposed is extremely useful irrespective of whether or not it is associated with developing a theory. By coding data, diagramming and or writing memos the researcher is allowed to examine, categorize conceptualise and deduce information needed to answer the research questions.

Coding

Strauss and Corbin's (1990) process of analysing data follows three stages: open coding where data are broken down, examined, compared, conceptualized and categorized (Appendix 9), axial coding, where the data is put back together in new ways after open coding: and selective coding which is the process of selecting the core category and relating it to other categories, validating relationships and filling in categories that need further refinement and development (Strauss and Corbin, 1990:116). These techniques are used in this study with the desired flexibility as circumstances dictate. Central to its use is the asking of questions about relationships throughout the entire case. These questions have been explored in the themes and sub-themes that have emerged.

Of direct importance are the sub-themes which have yielded information relevant to answering the research questions.

The Coding Process

All data (interview, documents, and questionnaires) were coded as follows. Transcripts have been coded as (T). This letter is followed by the initials of the respondent, the number of the group in which the respondent falls and finally the page number of the transcript. Therefore, the code TYM 5.1 refers to page one of the transcripts of an interview conducted with YM from the group 6 (Appendix 9). Responses to open-ended questions are coded as (Q) followed by group number and number of question on the schedule.

The transcript of each interview has been read in its entirety and notes as to what has been communicated to the researcher in terms of process, action, assumption and consequences have been noted. The transcript of the first interview as used is demonstrated in sample 1 (Appendix 9), the process of open coding. Of importance in this exercise were sub-themes emerging around the theoretical assumptions the research questions and their resultant tasks (Appendix 4).

The Strauss and Corbin's open coding process is applied as follows:

1. Coding of individual interviews (Appendices 8 & 9).
2. Coding and categorizing questions across interviews (Figure 3.3).
3. Analysing to establish process, activity/events, relationship strategy and social structure categories (Appendices 8 & 9).
4. Cross interview analysis was carried out to identify concepts identified in document and questionnaires, as well as those which did not appear. Also to be identified are those concepts which occur regularly (Appendices 8 & 9).

I have recorded important concepts to determine cause, establish context, determine actions, strategies, changes and consequences, for example, the concepts: access, context and demand.

Figure 3.3
Coding Model

Causal Conditions (wider causal and properties)
Political, Social, Economic, and Environmental factors



Phenomenon (The Subject)
Demand for Innovation



Content (Causes and Content)
Specific causes, values in immediate environment



Intervening Conditions (Factors within Context)
Resources/responses to demand by ECC



Action/Interaction Strategies (Goal Oriented Activities)
Collaboration with CCCJ/Implementation



Consequences (Intended or Unintended)
Acceptance/Institutionalization

Source: Strauss and Corbin'1990:116

Concepts have been changed as data analysis progressed. Constant comparison of data from the different sources has been used to help in the refining of the data, for example, speeches made that confirmed interview findings were compared to the information gained from questionnaires. In carrying out an in-depth data analysis of each category, for example, accreditation issues, collaboration, problems, curriculum, staff input, evaluation strategies, leadership, product, charts and diagrams have been used to help to explain issues.

Sub-themes were also identified. The relationships among the four levels of analyses used in the study were established. These are the demands (cause and or condition); the translation of demand into an innovation; (the phenomenon and actions), the institution; (the context) and benefits (consequences) Strauss and Corbin, (1990). These categories are interconnected and linked further to sub categories. The sub-category partnership for example would be linked to consultation, articulation, collaboration, mutual involvement, relationships and linkages, (Appendix 8). These interconnections to Strauss and Corbin, (1990), them denote a set of relationships which enables one to think “systematically about the data and relate them in very complex ways”. From this I was able to identify the course of the main story that is of how an institution interpreted the demands imposed on it both internally and externally, translated that demand into a product, the processes involved and the outcome of it all.

ISSUES OF VALIDITY

Validity in research ensures that the research addresses what it says it addresses and that the evidence is correct. Validity is ensured by taking all precautions to ensure that what the participants tell is supported by other evidence. I am aware that for research outcomes to be considered as valid evidence, generalization about the outcomes must be possible.

Validity was obtained by establishing: correct operational measures for the case being studied (construct validity); and by establishing causal relationships. I have also documented the procedures and created a database. These provided an audit trail.

One major challenge faced was that of how to arrive at an honest portrayal of the perceived experiences of participants. Various forms of triangulation are used to achieve

this and to adopt a holistic approach towards developing an understanding of the case from different perspectives and sources. Cresswell in Table 3.3 (2000) diagrams the process as follows:

Table 3.3 Determining Validity in Qualitative Inquiry

Paradigm assumption/Lens	Post- positivist or Systematic Paradigm	Constructivist Paradigm	Critical Paradigm
Lens of the Researcher	Triangulation	Disconfirming Evidence	Researcher Reflexivity
Lens of Study Participants	Member checking	Prolonged engagement in the field	Collaboration
Lens of People External to Study (Audiences)	Audit Trail	Thick, rich description	Peer debriefing

Source: Creswell, J W and Miller, Dana L (2000) Determining Validity in Qualitative Inquiry *Theory into Practice*, 39:3, 122-30

Triangulation is used for: elaboration or expansion where the use of one type of data analysis adds to the understanding being gained from another. In this study, use is made of data resource triangulation in which the researcher looks for the same data in different contexts. I have relied on the participants mainly to put the data in their context and provide the thick, rich description in Table 3.3.

Use is made also of methods triangulation in which an attempt is made to establish and maximise the use of an audit trail to help in arriving at the rich description needed. In this regard use is made of interviews, surveys and documents. This has in turn facilitated the use of observer triangulation, used in this study to check whether or not different people describe the same event in the same way. This has provided for me some type of flexibility in accessing, checking and testing the material gained.

RELIABILITY

The management of subjectivity is one of the critical concerns in establishing reliability. Reliability in this study is the description of the procedures used by the researcher to deal with the problem in such a way that another investigator can follow the procedures exactly as described and conduct the same case study all over with basically the same results. The overall aim is to minimise errors and eliminate biases in the study. In an effort to achieve this goal I have documented each stage in the process to make it as operational as possible; developed a case study protocol; developed a case study database; had prolonged engagement with the data sources and shared findings as they developed in ECC staff meeting and other forums such as CCCJ workshops and conferences.

ETHICAL CONCERNS

Cohen et al (2001:3) argue that as professionals, “we have the responsibility to be able to distinguish between legitimate research claims and ill-founded ones”. Educational research equips one with the ability to do this and the findings have contributed significantly to the development of educational theories and practices which have formed the bases for future research. Gay (2003) argues that many educators have found that it is an intellectually stimulating exercise to use educational research when examining and answering their own educational questions. The results of this investigation will help to establish empirical grounds for generalizations previously made about the Associate Degree, as well as to raise new areas or questions to study regarding programme development at ECC and other Community Colleges in Jamaica.

Zucker and Bradley (2005) postulate that although a high degree of self-interest may motivate participation in the process of institutionalization, a lower level of self-consciousness becomes seated within the expectations shared by members of a broader field. This field included the Council of Community College of Jamaica (CCCJ). At the level of the CCCJ, I was assigned the responsibility of chairing the Curriculum Committee, as well as spearheading the implementation of the programme in the other colleges. The focus is on recording/documenting this very important process in the life of Community Colleges in Jamaica, in general, and in the institution that is the subject of the study, in particular.

Management of the process included finding ways to ensure participants were not being made to feel pressured to tell the story as to how they perceived this researcher wanted it to be told, but as they had truthfully perceived. This was a point of focus in discussions and both as a part of the pilot project or as a member of the interviewing team. Individuals were involved collaboratively in discussions about the design and research questions prior to data collection. I have made a conscious attempt to avoid the use of words which suggest my own position on the topic. In writing the research, there was no suppression, falsifying or inventing findings to meet the researcher's needs but the findings were presented as obtained from the data. Honesty and trust required that this researcher report her relationship with the people being studied.

I believe that ethics is a serious issue when data are derived from one's own organisation and so provided opportunities for employees to have their say in an objective manner as was possible. I was careful to note my experience in the social setting; worked with two research interviewers as a team and independently gathered and compared data collected from participants; recorded my reflections, concerns and uncertainties during the study; examined unusual or contradictory results for explanations; and corroborated data by triangulation (Leedy & Ormrod, 1989 :214),

As Gay (2001:79) argues, researchers must not put their need to carry out their study above their responsibility to maintain the well-being of the study participants. The name of the game is trust. This researcher has applied the six general ethical principles of competence, integrity, professionalism, responsibility, respect for people's rights and dignity, concern for others' welfare, and social responsibility (Gay 2001). She has done this by engaging others to aid in data collection where she thought her presence might have compromised the information gathered. Despite the fact that she has, to date, not identified any overt signs of conflict of interest within or outside of ECC, she is convinced that these, if they existed, would have been taken care of by the application of the six general ethical principles cited from Gay.

CONCLUSION

Chapter 3 has addressed issues of the research design and methodology used in this study. In it are justified the use of both the qualitative and survey techniques and the case study method of investigation. Highlighted, discussed and explained also are, how the

researcher used interviews, documentary analysis, and questionnaires to arrive at empirical qualitative data collection and how the grounded theory techniques of open and axial coding were used as data extracting tools. Other issues addressed are those of validity, reliability and ethics.

The major focus of the study is on discovering how, in an attempt to arrive at institutionalization of a programme, a particular process was followed and outcomes obtained. The set of guiding questions from the theories placed the focus on revealing the levels of participation of the various actors, and how they perceived the changes and benefits. Some of the questions asked were:

- What were the forces that created the demand for the Associate Degree and how were these demands translated into the Associate Degree at ECC?
- How was implementation of the Associate Degree carried out?
- How did the institution and the Associate Degree change as a result of implementation of the Associate Degree?
- Who benefited from implementation and how?

A clearer understanding was sought by examining each under subheadings. The responses to questions developed around these subheadings provided the method of generating data, either in line with, or as variations of the other theories cited.

The next four chapters will establish the origins and forms of the demand as deduced from data included in documents, interviews and responses to questionnaires; tell of how the innovation was developed; tell with what consequences the institution responded to the challenge imposed on it as a result of implementation of the Associate Degree and assess the outcomes for different stakeholders at different levels of the institution.

The objectives will be achieved by adopting the theoretical institutional perspective to test the research questions at four levels namely Level 1 = Demand; Level 2 = The translation of the demand into the Associate Degree; Level 3 = The implementation of the Associate Degree and Level 4 = The changes made as a result of implementation of the Associate Degree and who benefited?

CHAPTER 4

DEMAND

SECTION 1: THE SOURCES AND NATURE OF DEMAND

INTRODUCTION

Chapter 3 was devoted to explaining how and why the research design and methodology used in the study were chosen and how the major research strategy, the qualitative approach, is combined with the minor application of aspects of the survey method, in a case study. Included also are illustrations of how the grounded theory techniques of data analysis were applied to the information gathered in the form of interviews, documents and questionnaires. The chapter ended by addressing issues of concern namely validity, reliability and ethics.

In this section of the study, the findings of the research are presented. These findings have been arrived at through the analysis of data gathered from interviews, questionnaires and documentary sources. The research is about programme implementation as an innovation, its processes and outcomes. The path followed is that of:

- Identifying the origins of the demand for the Associate Degree (Associate Degree).
- Establishing the legitimacy of the Associate Degree as the solution to the demand.
- Describing the Associate Degree's translation into practice by the local and external academic stakeholders, the Council of Community Colleges of Jamaica and Seneca respectively.
- Describing the eventual translation into the Associate Degree.
- Describing the implementation processes (visioning, goal setting, designing the product, ensuring readiness and systems support, piloting the innovation and the implementation).

- Assessing the outcomes by different participants as experienced by each and as perceived by others at the same time.
- Noting what changes to the Associate Degree occurred as a result.

Chapter 4 deals with how the Jamaican social, political and economic environmental factors impinged on the factors at play within the ECC environment to create a demand for the Associate Degree. The main areas of focus are the sources and nature of demand, hence I established where the demands came from (sources) and what forms they took (nature). These two major issues are important as they have implications for the form of challenge which ECC faced and to which it was forced to respond in 1994. The chapter is divided into two sections in line with dealing with these two issues:

Section 1: The sources and nature of demand; and

Section 2: The translation of the demands into the Associate Degree as an innovation at ECC.

The sources are identified as either external or internal and are discussed under the subheadings: political, social and economic. These subheadings have been established by way of the coding of interviewees' responses. The motive is to establish whether or not the demand necessitated a single or multiple type of response. Section 2 of the chapter is devoted to describing how the demand was translated into a single solution.

The introduction of the Associate Degree was viewed by the implementers as an innovation with all its implications. Owen and Steinhoff, (1996:23) define an educational innovation as "a form of change" that represents some new relationship between ideas or concepts, the outcome of which may be predictable but contains some elements of uncertainty and is not generally regarded as standard practice. Senge (1998) argues that an idea only becomes an innovation when it can be replicated reliably on a meaningful scale, at a practical cost. Huberman (1983:87) sees educational innovation as a complex subject with its durability being its most important measurement. To Miles (1969), an innovation is "a species of the genus of change, or a deliberate novel specific change, which is thought to be more efficacious in accomplishing the goals of a system with the

value of the innovation justified, on the basis of its anticipated consequences for the accomplishment of a systems goal”.

The implementation of the Associate Degree at ECC was therefore more than a mere programme improvement. As argued by Adamu (2003), some innovations are used to close the gap between the real and the desired and therefore, provide a fertile ground for social inquiry. Innovations have implications for the definition of social change. The demand for change is expressed in terms of problems to be solved. In the case of schools, these problems emerge sooner or later as issues of social policy (Owen and Steinhoff, 2001). The implementation of the Associate Degree had such elements. Viewed as a product (Owen and Steinhoff, 1996), the Associate Degree was seen as being capable of revolutionizing the Jamaican educational scene by adding a new, useful and competitive commodity to the market. This study focuses on exploring what happened, how and with what outcomes, as a result of the implementation of the Associate Degree.

The sources and nature of demand for the Associate Degree have their theoretical underpinnings in the first section of Tolbert and Zucker's (1996) model of institutionalisation. This is illustrated in Figure 1.1 and shows that in this model, innovations or change come about in institutional environments when some event or development breaks the previously recurrent actions and reflexive behaviours of individuals (Zucker and Bradley, 2005). The proposition being used is that environmental demands are interpreted by institutions and are translated into innovations (Tolbert and Zucker, 1996).

Institutional theorists argue that sharp, sudden and unexpected changes in the market can initiate a round of innovations as they send legislative, political or social triggers to institutions for them to change. Brint and Karabel (1991), for example, identify changing market forces within the American society of the 1970s as playing a role in changing the focus of Community Colleges. The proposition in this study is that there were factors at work in the Jamaican society of the 1990s that challenged ECC to respond in a particular way.

The social, political and economic concerns of the local environment act as triggers for institutionalisation (Tolbert and Zucker, 1983:17). Some of the external factors that often

impact on this initiative are the characteristics of the society. These to Cobson (1998:168), include the demographic attributes of the population, attributes of the economy, culture, ideology and political culture of the country, climate, history of the geographical areas in which the organisation operates and the availability of natural resources. The external conditions cited in the Tolbert and Zucker (1996) model that may enhance or restrict the work of planners are technological change, legislation and market forces sending signals to the institution (Figure 1).

The Jamaican context was examined to ascertain what factors apply. The Meyer and Rowan (1977) and Tolbert and Zucker (1996) theories support the view that surveying the external context provides data and insights that transcend the information requirements of any specific education or training programmes. Tolbert and Zucker (1996:182) further support the view that innovations happen when an institution's existence has been adversely affected by environmental changes. The rationale in establishing the nature of the demand is that the groups identified have applied the logic of appropriateness to analyse the stakeholders' concerns from which the demands arose and as a result were able to establish the form which the innovation took.

This chapter therefore highlights the nature and sources of demand for the Associate Degree according to the logics of appropriateness by different groups in the Jamaican society in general and within the institution (ECC) itself. Such groups include the State, Council of Community Colleges of Jamaica and the Curriculum Committee. The nature of demand is taken to mean the factors within the wider society and or ECC itself that pressured or influenced ECC to become innovative thereby implementing the Associate Degree. The factors are categorised as social, economic, political, moral or ethical in nature. Levels of demand include the national, organisational, class and individual. ECC'S organizational stakeholders and their demands in 1993 are also identified and described.

The ensuing account is of how the interviewees from the Ministry of Education, the Council of Community Colleges of Jamaica, Principals of the Colleges, the Business Sector (private and public sectors), the Tertiary Level Unit of The University of the West Indies and other participants in the study experienced and evaluated ECC'S response to the sources and nature of demand .The interviewees are stakeholders and

participants in the process, hence the description is about how each saw the process and evaluated the outcome.

SOURCES OF DEMAND

This account establishes that there was a demand for the programme and that the institution responded according to its interpretation of such a demand based on the form the challenge took. ECC's response was therefore the institution's application of its own logic of appropriateness (March and Olson, 1995) to create its own myth (Meyer and Rowan, 1997). Interviewees' responses are supported by documentary evidence where possible and categorised using the grounded theory techniques. The sources of demand are established according to the stakeholders' interests and now become the focus of discussion.

Stakeholders' Interests

The major stakeholders of ECC in 1993 were the state, the public and private sector bodies, the Council of Community Colleges of Jamaica, the governing bodies, the administrative, academic and ancillary staff, alumni, and students of ECC, local, regional and international communities.

The State is the primary stakeholder of ECC. Its interests are safeguarded by the Ministries of Education and Finance. As the major regulatory body and the main source of funding, the state is interested in ensuring that at ECC there are relevant training and educational opportunities in line with national development targets. This means that the institution should be efficiently operated and should provide members of the wider society with greater access to tertiary education, employment skills, cost effective programmes, value for their money, credit transfer arrangements and the development of values, norms and attitudes fit for the workplace. These are communicated to ECC and other educational institutions by means of policies and mandates issued by the Ministry of Education. (Post O/Level Report 1973; Social and Economic Studies 1993/4; TYM 5).

To the Ministry of Education, access to higher education was the area of focus in the period (Social and Economic Studies 1992/3, 1993/4). Improved access meant greater opportunities for more people in the society. Greater access had implications for equity, affordability, improvement of skills, knowledge, social and economic status, improved

quality of life, a change in values, norms and attitudes. The then Minister of Education, the Honourable Burchell Whiteman, is quoted in The Daily Gleaner of Thursday May 18, 1995 as saying:

"The tertiary sector is being called upon to respond to a range of demands. Its mandate is to identify those which are of the greatest critical importance and to seek to accelerate the movement that is made by the various institutions with these".

Hence, the need to undertake comprehensive programmes to embrace the broad spectrum of skills and abilities within the Jamaican social and economic environment was seen. The Strategic Plan for Growth and Development in Jamaica (National Industrial Plan 1996) placed these demands within the contexts of high rates of inflation, depreciation of the real value of the Jamaican currency, deficit in the balance of payment, unemployment of significant numbers of the workforce and massive inequality in the distribution of income. Tertiary institutions, in this scenario, had to devise strategies to facilitate access, quality and affordability. The threat of closure of Community Colleges under the guise that they duplicated programmes in other institutions was an example. The explanation given by the relevant government bodies for closure of the Teacher Training and Nursing Departments at ECC was that these programmes could be run most cost effectively in Teachers' Colleges and Nursing Schools respectively.

The Public and Private Sectors are interested in the relevance of the programmes in producing skilled graduates with the right values and attitudes to fit their particular situations. This, they communicate to the institution in work study reports, public speeches and debates, lectures or through their direct input in curriculum development.

The Council of the Community Colleges of Jamaica is interested in ensuring and safeguarding the quality and consistency of the programmes to satisfy government mandates and customer demand and to create and maintain its niche in the tertiary sector. As stated in its Strategic Plan (1993 -1995:3), their interest is in the development and offering of programmes that enhance the students' ability to acquire information, reason clearly, think critically, and communicate effectively, apply knowledge appropriately and develop skills which will enable them to contribute meaningfully to the development of society. The Council of Community Colleges of Jamaica interpreted the wide mandate given to it in its mission as being able to *'initiate, facilitate, regulate and coordinate*

developmental activities by providing educational and training opportunities to a wide clientele of varying ages, socio – economic backgrounds and academic attainment”(CCCJ 1993-1995:3).

One way of doing this was by developing and implementing policies geared towards meeting the needs of the 21st century and in the process creating an institutional culture that would exert positive influence on its clientele. The Curriculum Committee of the CCCJ (in the Degree Programme Manual 1993:3) states that the institution desires to “*perform a meaningful role by preparing well qualified prospective employees able to satisfy current demands and respond to the needs of a changing society*”.

Listed among the goals are those of developing correct work ethics and attitudes as well as community spirit. Students would be provided with “*wide range of related technical skills, knowledge and attitudes that would prepare them for creating their own jobs and for facing the challenges of the 21st century*” (OP.CIT:3).

This to the members of the Committee meant that the programme should be relevant to the manpower needs of the industry, be flexible to accommodate full and part-time students among other things (Curriculum Committee Minutes November 1995).

The Governing Bodies of ECC include the Board of Governors and Committee of Management, both under the auspices of the Methodist Churches of Jamaica and the Ministry of Education. Their interest lies in ensuring that all government policies are adhered to.

The Members of Staff of ECC are interested in contributing both to the national and individual good by participating in the training and education of quality students worthy of making meaningful contributions to the development of society in general.

Students are interested in accessing relevant, cost effective and accredited programmes, accessible, value for money, credit transfer arrangements, gaining employment skills and flexibility in programme delivery. Students in the study invariably cite the need to access higher education as their reason for accessing the Associate Degree. One student remarked that many persons did not really know about the Degree “*but they were anxious and they wanted to study*”. Specifically, they have seen the Associate Degree as a way of

matriculating into and gaining advanced placement at the University of the West Indies (TG8). The onus was on the institution to find appropriate openings and pathways for its students to institutions of higher learning and to work out the logistics. These issues are addressed in the Sherlock Report (1991), as elements in the vision of Community Colleges. He cites these as an integrated multi track tertiary system in which there are clear lines of relationships between the different types of institutions. Articulated programmes within the system allow students to receive full credit when they move from one institution in the system to another. They also allow for more collaborative arrangements with other institutions. The academic staff saw this programme implementation as a way of advancing institutional improvement with more students entering the institution and at a higher level (TG11).

Table 4.1 demonstrates how the various stakeholders perceive the nature and sources of the demands. Each group has interpreted the demands made on ECC for a new programme in the ways identified in the following two pages.

Table 4.1 Group Perceptions of Nature and Sources of Demands

GROUP	NATURE OF DEMAND	SOURCE OF DEMAND	DATA SAMPLES
Ministry of Education (5)	Political Social Economic	Externally driven by the demand in the wider society for tertiary and higher education	There was a great demand for further studies in tertiary and higher education. The Colleges implementing the A.D. sought the road to establish the Community Colleges as an integral part of the tertiary system in Jamaica. TYM (5) JCTE Doc
Council of Community Colleges (4)	Social Economic Ethical	Need for ECC to fulfil its mission	1. Strategic Plan CCCJ (2003-5) 2. Mission Statement (ECC 1993}
Curriculum Committee (2)	Social Economic Moral and Ethical	Driven by internal need of the organization to satisfy various stakeholders' needs	1. TBT2 2005 02-13 2. ECC Programme guide 1993 3. Curriculum Com. Minutes
Principals (3)	Political Social Economic	Externally driven by government mandate	3. Sherlock Report 4. TCM3 2005 04 24
Student (8)	Social	Driven by desire to gain access to tertiary and higher educational institutions to satisfy vocational and academic goals	Responses from Group 8 Answer: For me, it has been helpful in my job. I am currently with the Taxpayers Assessment Department Answer: Well, I was working at the institution (XLCR) and I decided to take it, because I had done the Business Administration Diploma. I wanted to go to the next level
Academic Staff (10)	Economic Social	To improve student access	It gave students a chance to do the Bachelor's Degree at the U.W.I. I think right from the inception that many Excelsior Community College students benefited from the programme. Answer: Well, I thought the programme had potential Answer: I felt good because it was something new coming into our country, and I felt that the students would benefit. I would say this was the case as several went on to the university to complete first degrees. QML15

GROUP	NATURE OF DEMAND	SOURCE OF DEMAND	DATA SAMPLES
			QPM 15
UWI (6)	Social Economic	To establish and manage articulation arrangements Promote access through alternative route Set up a rational, efficient and transparent system of transfer from CCS to UWI	The Associate Degree came at a time when there was a great need for tertiary education and increased access to tertiary education. The main tertiary institution at the time could not satisfy this need, not only in terms of access but in terms of appropriateness because the Associate Degree tends to be more applied in nature than say the Bachelor's degree. Students I think get more on-the-job training, more direct training related to special fields. As far as I understand, students in the programme also get work experience and on-the-job, so they could easily fit into the work world when they go out. They garnered a clear understanding of what professionalism entailed.TNB6 Also UWI Procedures Manual on Articulation, Franchising& Divestment 1998
Private & Public Sectors (7)	Social Economic	To enhance national development through improvement of HRS students' knowledge, experience, moral values, capacity for employment	Programme Development Model ACTI/CAST 1993 TIG7

In the case of the then Principal of ECC, the demand had taken the form of his interpretation of the mandate issued to Community Colleges by the government and outlined in the Post O/Level Report (1993) issued by the Ministry of Education. The mandate speaks to the need to provide *'a wide range of education and training opportunities to satisfy community and national needs with programmes being phased out when they become irrelevant'*.

Institutions that were able to do this successfully would satisfy social, economic and political needs and would gain for themselves favourable positions in the society. The Principal of ECC (1993) stated that the programme was necessary as it fitted in with the government's mandate to the institution at the time as that of "*providing professional and para- professional training in several fields to a wide cross- section of students from all social strata*" (Ministry of Education Doc. 1974).

He also expressed the concern that establishing matriculation status with the university should be one of but not the foremost goal as programmes should first and foremost fit into the mandate issued to the institution (CCCJ's Minutes March 1994).

NATURE OF DEMAND

As shown in Table 4.1 the demand for the Associate Degree was derived from a number of sources and at different levels of society. The nature of demand is analysed at the societal and organizational levels and at each of the levels the political, economic and social implications as cited by participants, are explored.

SOCIETAL LEVEL

Societies have used education as a lever for their development. Therefore the government is one of the most powerful and persistent forces for change in educational institutions in Jamaica and has therefore become one of the key actors in programme adjustment and change. The major government concerns at the national level were: equity, expansion, quality and affordability. At the individual level there was the need to develop strategies to deal with the demands for improvement of skills, knowledge, social and economic status, quality of life and a change in values, norms, attitudes and overall way of life. The implication of these demands for individual institutions was change of mission, culture and programme offerings if necessary. This impacted on culture and vice versa. The organizational capabilities set the context for strategic developments, organizational cultures, as well as management approaches and would lay the foundation for the desired means of sustaining a competitive advantage.

In 1992, under Section 6 of the Education Act 1992, the Joint Committee for Tertiary Education (JCTE), of which ECC was a member, was established with the stated objectives of 'promoting the systematic and integrated planning of tertiary education and

training within the concept of national development, and plan as well as, promote and facilitate proper articulation of programmes within the tertiary system’.

In 1992 Mr. A.J. Nicholson, then Parliamentary Secretary, Ministry of Education and Culture in addressing the Joint Committee of Tertiary Educators on “Adult Education Challenges and Opportunities”, is quoted as saying,

“The structural adjustment of the 1980’s bore down heavily on education resulting for example in closure of educational institutions, contractions of educational budgets, strikes by teachers, demonstrations by students. The people now entering the educational system will be workers, technicians, craft workers, professionals, teachers and citizens of the 21st Century. The urgency of undertaking comprehensive programmes to embrace the broad spectrum of skills and attitudes within emerging circumstances is evident. Therefore we need to take into consideration the fact that we continue to be in a crisis situation and it is necessary for us to take full account of the social situation and the effect upon schools and school programmes”.
(Joint Council for Tertiary Educator Conferences, Adult Education; Challenges and Opportunities October 1992: 8)

Also highlighted in his speech is the need to respond to technological changes and the current needs of the business and industrial sectors.

Political

In 1993 at the political level, there was a widening concern for the state of the Jamaican society and a renewed commitment to find causes and propose solutions to societal problems. These were associated with the breakdown in the social, political and economic systems with the accompanying spin-offs of diminished moral commitment, inadequate health and educational provisions, increase in crime and violence, and changes in values and attitudes. They can best be analyzed against the background of the demand for new opportunities both at the individual and class levels. The tertiary educational system was required to become a part of the structural adjustment (Strategic Plan MOE 1993).

The Jamaican Government’s focus in the twentieth century on the development of strategies designed to deal with the challenges of the society then, and prepare the country to meet the 21st Century fully equipped with the necessary coping mechanisms had implications for the types of programmes implemented in educational institutions at

the tertiary level. These should be goal and performance oriented, holistic and comprehensive in approach and people centred (National Industrial Plan 1996 and SES1992/3-2000).

The challenge to ECC was to determine to what extent these environmental issues had been taken into account in the planning and implementation of tertiary institutions. Programme demand is intricately tied in with its academic, vocational or national context. Its survival rate is enhanced if it satisfies one or more of these needs. In some cases it is able to satisfy a combination of the same. As such, programme planners at ECC, as a survival strategy, attempted to satisfy as many of these needs as possible (Dwyer, 2000).

Social

The issue of access to tertiary education now comes to the fore. Access to tertiary education in general and to higher educational institutions becomes the ideal in a country where in 1993 only 3 % (SES 1993) of the population were afforded such a privilege. The demand was great, the facilities were inadequate. One interviewee, in summarising the problem said *“there was a great need for tertiary education, as well as an increased access to tertiary education. The main tertiary institution at the time could not satisfy this need, not only in terms of access but in terms of appropriateness”* (TJW6).

Professor Errol Miller addresses the demand to expand access to tertiary Education in The Daily Gleaner May 2, 1996 by arguing that:

“Restructuring access could be interpreted to mean more entry to tertiary education, more just, more equal and less unfair. The issue of access is usually related to equity, fairness and justice. Inequality in Jamaica revolves around common gender and location. Their interactions generate a matrix characterized by injustice. Is the concern here to use Community Colleges to facilitate greater educational opportunities to the dark skinned, lower class boys from depressed urban communities and deep rural areas. Civil society has to do with social justice and this should be the driving force behind access”.

In the Jamaican society Community Colleges are viewed as vehicles of access and opportunity to low income students, students with low college participation rates and students who view colleges as their last chance to realize their hopes and dreams. Access and opportunity have distinguished these institutions from other sectors of learning and

were expected to play a key role in shaping the society. Community Colleges' educational programmes therefore, are required to satisfy a number of needs such as strengthening of their community based organizations, businesses and industries: promoting technology and distance education providing new ways of expanding access and equipping students to achieve academically (CCCJ'S Brochure 1994).

The Prime Minister in 1994 stated that Jamaica needed at least 15% of the population to be exposed to tertiary education before the country could become competitive in a sustainable way (Manley, 1994). In this context it is important that all tertiary institutions be viewed as having the capability of increasing access while focussing on relevance or "appropriateness". Relevance and appropriateness in education are assessed in this study in terms of the fit between what society expects of educational institutions and what they do. Colleges should therefore be in a position to develop and offer programmes and courses in a rapid response mode as society expects the education system to equip its students with the knowledge, skills and attitudes that are valued by employers.

Economic

It may be argued that the distribution of monetary resources determines the success or failure of a particular programme and that when they are viewed as failing to deal effectively with problems arising from significant social issues of the time, they lose essential political support (Tolbert and Zucker, 1996). Political influence may be exerted on other agencies that in turn generate new programmes that become competitors. The conclusion is that there is a clean-cut symbiotic relationship between the political pressures on education and the problem of finding ways to fulfil the desired social goals (SES 1996). The consequence of upholding this view is that there is constant pressure from the political system for institutions to generate the type of knowledge that will achieve social goals.

In a developing country, education cannot only be an exercise aimed at freeing the minds but must lead to some form of economic independence. It is required to empower persons to produce goods and services for the global market thus giving more meaning to one's independence. The challenge, here, is to target extra resources, which will enable the institution to expand, attend to quality issues and perform at the required level. In this way, the Private Sector is considered to be one of the institution's most valuable allies.

The premise being used here is that, a well trained, reasonably educated population is a requirement for sustained economic growth.

With the high cost of tertiary education, in a developing country such as Jamaica, government support is a positive element for the programme and has implications for its perpetuity. Government's financial support in any form indicates their approval and also indicates a promise of future support for the programme. To the institution, this means getting the assistance to provide the additional staff and possibly other resources that are needed to maintain the programme. To the students this assistance translates into getting loans or other form of government financial support. This makes accessibility to further and eventually higher education possible. Some students are qualified to access tertiary education but are unable to do so unless they get such assistance.

"The government has also approved financing of tuition fee through the Students' Loan Bureau for the programme (Associate Degree) in Community colleges" (TML4) stated one member of staff. This government endorsement also increases the possibility of graduates from the programme gaining employment in the public sector.

The problems in the world of work at the time of implementation as cited by industry respondents and reiterated by the then Permanent Secretary in the Ministry of Education and Culture (TYM 5) were:

"The collapse of the financial sector; the impact of globalization; high inflation; devaluation of the Jamaican dollar; the Government's economic policy; high interest rates; inability to identify suitably qualified persons for the workforce; increased competition and increased crime rate"

Industry response to the Questionnaire administered between July – August 2004 indicates that the challenges identified by the Permanent Secretary had compounded the government's burden of finding creative ways of dealing with them. In such a scenario, focus is placed on the educational system to find short and long term solutions.

The needs of the time are interpreted by the Curriculum Committee (TCM 2) as: the heavy demand for middle managers in the working environment; lack of enough tertiary trained personnel; the need for training beyond the diploma level; the need for people

who are more technically trained in order to meet global challenges; demands of the Jamaican Government in its National Development Policy; threat of extinction of Community Colleges; weak economy; high inflation; high unemployment; changes in technology; the need for workers with higher skill levels and greater flexibility; increase in the number of firms downsizing and close collaboration between the college and the business sector.

ORGANIZATIONAL LEVEL

Government expects educational institutions to develop human capital and address other national issues. Such expectations are interpreted by these institutions in the form of academic programmes. Programme implementation is often one of the most likely responses to such demands. At this level the discussion focuses on how ECC interprets the challenges from internal and external sources.

Political

One expectation of ECC is that such an initiative like the Associate Degree will fit its mission and will obtain favourable response from the people and ultimately the financial support of government. The following excerpt taken from the response to the question “Tell me what you know about the Associate Degree” reflects this concern of the administration of the institution.

“The Degree was a venture that was bought –into by the other Community Colleges. It came at a time when the Government had given us a mandate to fill the country with a cadre of middle-level managers. The Community College was able to meet that challenge with the Degree”. (TTD 3)

In this senior administrator’s estimation, the Associate Degree was an apt response to the mandate of the then government for Community Colleges in Jamaica.

In the situational analysis of the local environment cited in the Council’s Strategic Plan (1995) is listed the *‘misguided perceptions of the role and function of Community Colleges by both the government and the communities served by them’*.

Would the implementation of the Associate Degree help to change this negative perception at different levels of the society? It was clear, however, that the need existed

for some educational innovation that would, among other things, justify the funds being allocated to it from an already strained national budget

Social

The implementation of the right programme at the right time by an educational institution can change the image, status and perception of an institution. Here the perspective of the Ministry of Educations' is very enlightening. An analysis of the response to the question 'Was the implementation of the Associate Degree a timely one?' highlights the need for a change in perception of the College as a tertiary educational institution.

"Well, I think there was a perception of the Community college as an institution where if you didn't do well in high school, you went to a Community College and did some courses, and repeated CXC'S or short term courses. I don't think that Community Colleges were viewed as a tertiary institution that was offering an accredited programme that could further your education in the post secondary situation. I think that the implementation of the A.D. was very timely, because there was a great demand for further studies in tertiary and higher education". (TYM 5)

There was also the need to provide for students a much needed link to higher educational institutions. The wider implications apply to the society at large where the offering of another tertiary programme created more places at the tertiary level while creating a new avenue to tertiary education by expanding the existing limited choices.

When demands are analysed in terms of what needs the programme should satisfy the needs are either academic, vocational or a combination of both. Emphasis on the academic is linked to the traditional status values of the society. At the same time, as highlighted by the then Minister of Education there was a strong call for educational institutions to make education more practical and utilitarian. Table 4.2, highlights how different groups in this case study explained demand for the programme, and includes quotes from respondents who can give firsthand accounts of the events because of the nature and levels of their participation in the implementation process.

Table 4.2: Growth Interpretation of the Nature of Demands

Coded Group number	Academic	Vocational	National
Academic Staff (10)	Access, academic achievement, employability	Provision of middle management staff	Organizational survival
University of the West Indies (6)	Access		Increased access rate
Employers	Access to higher educational Access to tertiary	Vocational	
Students (8)	Access to higher ed.	Employability	National good
Ministry of Education (5)	Access, Equity		Perception of Community Colleges as tertiary institutions
Management Team (1)	Access	Job focused	Satisfaction of Government's mandate
Council of Community Colleges of Jamaica (4)	Access	Trained skilled workers for industry	To help to solve national problems which translate into unemployment and other economic problems

Compiled from interviewee responses March 2002 to March 2005

Table 4.2 also reveals how these needs translate into the national demands.

In the case of the academic staff the need to provide middle management training was what was being demanded at the time. If the institution could focus on satisfying this demand then its chances of survival would be guaranteed. This was against the background of the closure of the Nursing and Teacher Education Departments of the institution by the government in 1984, hence the reference by the interviewee to “satisfying the government’s mandate to train the cadre of middle level managers.” At the level of the University a tertiary level programme is beneficial when it can provide students who can adequately matriculate into its programmes. This translates into access demanded both at the University and national levels, hence the following response:

“I think that the implementation of the A.D. was very timely, because there was a great demand for further studies in tertiary and higher education. The Colleges implementing the A.D. sought the road to establish the Community Colleges as an integral part of the tertiary system in Jamaica”. (TYM 5)

Respondent 2 stated that a number of persons benefited from the A.D. The students were the primary benefactors as they were able to access U.W.I. education other than through

the 'A' Level route. One interviewee expressed his opinion of the benefits accrued in this way:

“Other universities also had articulation agreements with you so they clearly benefited. The Social Sciences faculty received the bulk of your students so they also gained. We would like to see more Degrees with an interest in natural science. Your college prestige rose and businesses benefited from the trained staff that you gave them. I think it worked out very well to improve tertiary access for the nation”. (TGW 6)

Analysed in terms of internal and external determinants of the demand, the following conclusions are drawn:

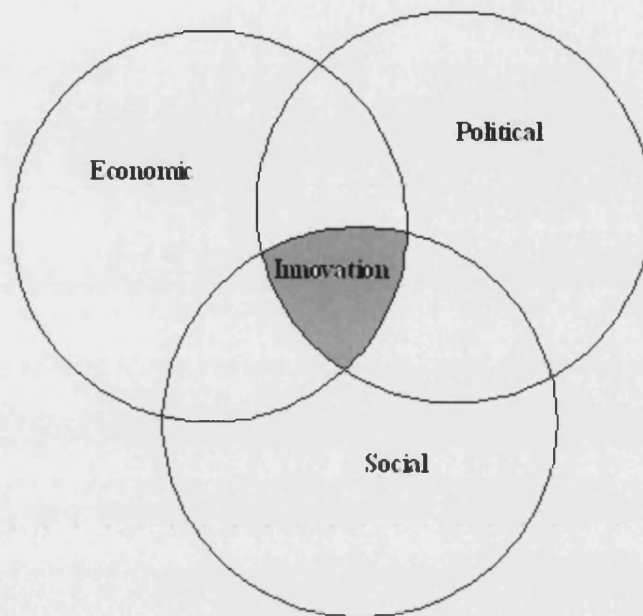
1. The demand for the programme is determined primarily by external factors and the need for institutional survival in a highly unpredictable environment.
2. The primary factors determining demand were access to tertiary and higher educational opportunities and the need to satisfy the job market.
3. The need to satisfy the wider social, political and economic demands.
4. Other factors cited are in Table 4.2. “Group Interpretation of the Nature of Demands”.

The demands were both of an academic and a vocational nature with the students wanting to “join the new middle- class of professionals and managers” (Brint and Karabel, 1989), not by diverting them from the academics but by combining both aspects.

The concern of the students, in this scenario is that the Community College programmes that they access pave the way in the short term for the world of work and in the long term for entry into higher level educational institutions, hence the listing of the initial lack of accreditation as a problem.

The forms and nature of the demands have been established and indicate that the two main sources of demand are social and economic. Unequal distribution of resources in a developing society inevitably creates the need for equity and relevant skills. Such was the situation portrayed by the data. Figure 4.1 shows the model that emerged from the data. Part 2 of this chapter will show how the various needs were translated into one programme, the Associate Degree as shown in Figure.4.1

FIGURE 4.1 The Common Solution: ECC'S Model of Innovation



Applying the institution's 'logic of appropriateness,' ECC had arrived at the conclusion that a common solution could be used to satisfy the various internal and external demands. ECC was now faced with the challenge of determining what that common solution would be, that is, how would the institution cater to the multiplicity of demands of the ECC's stakeholders at different levels of society. The organisation's response to this would ultimately impact on the form the Associate Degree took.

SECTION 2: TRANSLATION OF THE DEMAND

In this section, the researcher suggests that it was through the Associate Degree that the wide range of demands could be met, that is, the Associate Degree was deemed to be appropriate according to the needs of the various stakeholders. The term translation is used to explain what happened by way of implementation at a general level where the various demands were compiled into one single solution that is one single programme, the Associate Degree. The discussion focuses on The Process (how) and The Product (what) of the translation of the demand.

In interpreting the demands made on them by the local environment, institutions often make choices which are sometimes not reflected in their structure and for which they do not have the technology. Tolbert and Bartley (1994) argue that these organizations make the choice by using “scripts” to enact the rules of the game. They define scripts as “observable recurrent activities and patterns of interaction characteristic of that particular setting”. Both the organization and its stakeholders are the agents which are entrusted with the responsibility of mobilising and developing the network required to reinforce and institutionalise what they believe to be the right choice (Zucker, 1988). The resultant habituation process generates new structures in response to the organization’s problem. Accompanying this is the development of new policies and procedures which are later institutionalised. In this case the script for the Associate Degree includes delivery systems, structures and processes.

Schools need to produce citizens who have the commitment, skills and disposition to foster norms of civility, compassion, fairness, trust, collaborative engagement under conditions of great diversity. They need also to develop intellectual capital in the form of problem-solving skills in a technological world so that all students can learn (Fullan, 2000: 17b). ECC through the Associate Degree had to find its niche in this whole scenario. The key values driving the organization to make decisions to implement the Associate Degree have been rated by respondents of questionnaires as follows:

Table 4.3: ECC'S Values

Relevance to stakeholders' needs (High)	Credit transfers status (High)
Stakeholders benefit (High)	Students' financial stability (Low)
ECC 'S vision compatibility (High)	Relevance to students' needs (High)

High = 80- 100, Medium =50 -70; Low = 0- 40.

Table 4.3 summarises the response to the survey conducted May 2003 to November 2004 in which members of staff were asked to use numbers to rank the values of items shown in Table 4.3 as they perceived them impacting on ECC's decision to implement the Associate Degree. Factors highlighted in Table 4.3 will be discussed further in the Chapter entitled Outcomes and Benefits. The Table indicates that high on the list of ECC's goals for implementing the Associate Degree was the need to offer a programme which would be relevant to stakeholders, chief of whom were the students and one that would be compatible with its mission and vision. Financial gains to the institution were not an immediate concern.

THE PROCESS OF TRANSLATION

In a society like Jamaica where educational ideals are not balanced by easy and adequate access the relevance, success and ultimate continuity of a programme which offers such a potential is almost guaranteed. The implementation of any programme would achieve some measure of success if it made satisfying the need of linking aspirants to the 'premier' higher educational institution (UWI) its main objectives. One student remarked:

"Overall, I would say the A.D. for me was an enlightening opportunity for me and I am glad that I did it. I used the A.D. and went to the University of the West Indies and completed a degree" (TDY8).

To a respondent from the University, the main tertiary institution at the time could not satisfy this need, not only in terms of access but in terms of appropriateness.

One Principal remarked: *"It offered an alternative route to U.W.I. other than 'A' levels at the time. Many students, who came into the Community College to do the programme,*

would not have got into tertiary education without the programme. There are many who it made employable” (TSW3).

In terms of the private and public sectors one head of department argued that:

“By meeting your business partners you were able to forge closer relationships with them, and those students who performed well, you find that those employers will call you and tell you when there is a vacancy and ask you to send persons there. It assists the College in the whole job placement and gives the college a much greater marketability in terms of its graduates” (TPM11).

Any educational innovation which had attempted to cater to the demand for higher education then would have been considered timely. One way of catering to this demand was through the provision of an alternate and easier way of matriculating to institutions of higher learning. This was an attractive proposition for implementers of the Associate Degree. In 1994 “Most persons wanted tertiary education through the accepted routes, usually by ‘A’ levels”.

The private sector’s willingness to become involved in the process confirms the need for some concentration on the vocational goal in tertiary education; hence the response of one assessor of the programme:

“The Associate Degree tends to be more applied in nature than say the bachelor's degree. Students I think get more on- the- job training and, more direct training related to special fields. As far as I understand, students in the programme also get work experience and on-the job, so they could easily fit into the work world when they go out.” (TNB6).

There was a need to increase the number of trained personnel in various sectors in the society. The Associate Degree was developed in consultation with the private, the tourism and business sectors. Their initial input was mainly in the areas of curriculum development.

The demand for the programme was translated into the Associate Degree. As was indicated in earlier findings, the demand came from different sources and was different for each from top down and bottom up. Also indicated in the data is the finding that the major influencers have been externally and environmentally determined. The process involved many actors as discussed under the section, Participants in the Study.

At Excelsior Community College one reason for developing these degrees is to offer terminal qualifications to graduates who should be able to make a meaningful contribution to national and regional development. In order to address these and other issues, a letter was sent to Mrs. Fay Saunders, the President of ACTI to request whatever assistance could be had from that body. This assistance could take the form of lobbying the UWI to participate in the effort, even by entering into discussions with ECC on the matter.

Yet another reason for implementing the Degree programme is that it should provide students with an alternate route to the Advanced Levels to complete a Bachelor's Degree (ACTI Manual). It was therefore necessary for ECC to work closely with the University of the West Indies to gain credit transfer status. In ECC'S case the courses dovetailed well into the Social Science faculty. The Dean of the Faculty of Social Sciences, U.W.I was contacted by the Executive Officer of ACTI. The response came in the form of a document entitled "List of Information and Supporting Documents". This document addressed issues such as outline of courses, number of teaching hours, duration of programme, grading system, and mode of examination.

In a letter from the Executive Officer it was proposed that a group of students would enter the University on an experimental basis in the academic year 1994/5 under defined conditions. Excelsior worked hard to meet these requirements so that it could participate in this experiment. This initiative failed as a result of the negative response obtained from the university. The failure is explained by a member of the Curriculum Committee in this way:

"At the time when we were doing it, we were also hoping to have it articulated with the College of Arts, Science and Technology (CAST) (as it was then), but the Principal of CAST (Dr. Sangster) had taken up Association of Caribbean Tertiary Institution leadership and I remember him getting up in a meeting and saying Community Colleges love to go ahead and do things without any authorization. He then asked who would accredit our A.D. I remember turning to (name deleted) and asking if she heard what he was saying. Dr. Sangster's attitude towards it, shot the CAST articulation down, furthermore, he was now head of ACTI" (TBT2).

The explanation for this attitude towards the implementation of the Associate Degree at ECC could lie in the area of competition. A positive response from Dr. Sangster both as

the Head of ACTI and Principal of the College would have helped to add status to the Associate Degree thereby helping to create the myth of what offering a degree-level programme affords an institution (Meyer and Rowan, 1977). However, the Curriculum Committee of Excelsior Community College pursued the course relentlessly. The result of this was the production of the first draft of the Curriculum of the Associate Degree in September 1993. The follow-up to the Excelsior effort was the formation of the Curriculum Committee of the Council of Community Colleges of Jamaica. In addition to the chairman and secretary, the Committee had two representatives from each of the seven Community Colleges. With reporting functions to the Council (made up of all Principals and Vice Principals of the seven Community Colleges), the Committee was responsible for the development, review, standardization, implementation and evaluation of all curricula in member institutions. It should also convene workshops and seminars for staff development in specific areas of need as well as identify and recommend resource persons for the Advisory Boards (Terms of Reference: Curriculum Committee, CCCJ - 1994). The Council, by establishing this Committee, had taken steps to ensure the quality and consistency of the Degree. Each college should have its own internal quality assurance body. As stated in ECC's Strategic Plan 1993-1995, the Degree should enhance the students' specific knowledge base and help the students to reason clearly, think critically, and communicate effectively, apply knowledge appropriately and develop skills which would enable them to contribute meaningfully to the development of society.

At ECC, the aim for implementation of the Associate Degree as stated in the programme brochure 1993 was to prepare well qualified prospective employees who would be able to satisfy current work needs as well as respond to needs in a changing global environment. Input from the business sector was a necessary ingredient in programme planning. The input of industry players was gained through open discussions, with members of the Advisory Boards and Boards of Studies or in response to questionnaires administered on behalf of CCCJ. In preparation for this a member of ECC's staff was sent to Seneca College in Toronto, Canada to develop the skills to conduct the needs survey.

The programme was developed taking into account local and international standards. These were needed to create the right fit. Seneca's on-going involvement in the curriculum development process and staff training ensured this. Frequent adjustments

were made to cater to environmental changes and demands, also to address weaknesses. Staff development, internal course matching and credit setting became integral aspects of implementation. These were used as initial matriculation standards for admission to the programme. The pilot project had provided a base to move the process from simple initiation to a more permanent state in the organisation, that of habitualization (Tolbert and Zucker, 1996).

Responses from the questionnaires administered indicated that ECC sought to gain information about various business organisations: their core activities, technology used, career opportunities available and employment needs. Their responses provided a basis for establishing linkages in terms of the development of assistance in the training or re-training of their employees. The hope was that the degree would also satisfy requirements for linkages with institutions of higher learning, locally, regionally and internationally. The input of lecturers from Seneca College of Applied Arts and Technology, Toronto, Canada, helped the colleges to address this need. The Curriculum Committee liaises on an on-going basis with the local universities, the University Council of Jamaica, and other foreign and local institutions and organisations.

The findings in the data relating to the decision to implement the Associate Degree are focussed around the perceptions that the offering of the Associate Degree was being contemplated not only in Jamaica but as something to be adopted in all Caribbean Tertiary Level Institutions (ACTI Manual 2000).

One interviewee gives the following account:

"I remember that it started with ACTI head Fay Saunders. The offices were then at U.W.I. This was about 1993. She proposed that the Community Colleges should start the Associate Degree. Excelsior Community College was the first College that seized the opportunity. Each College was asked to send two representatives to a meeting in Kingston, during the summer, at the start. Montego Bay Community College missed the first because the letter had not been passed on by our business head. When our Principal at the time, Lorna Nembhard, found out about it, she asked me to sit on the curriculum committee that was being set up to write its curriculum. I was the secretary of that committee during all of its existence. The external actors such as the University of the West Indies were prepared to play an integral role" (TBT2).

Other Community Colleges were not only interested but also actively involved in the process. The collaborative spirit among the members of staff of the other colleges to experiment with the idea motivated external participants to get involved as well (TJW6, Minutes Curriculum Development Committee May 1993), and the intention to implement was shared by the leaders of all the Community Colleges; hence the top-down management style (Q1, 3, 15, and TCM3).

On the academic side, the Associate Degree was benchmarked against UWI's offerings to ensure the satisfaction of higher educational matriculation requirements. The Curriculum, the product itself, was assessed and endorsed by Barry University, Florida U.S.A. at an early stage. CCCJ'S support was promised as a way of ensuring continuity and sustainability.

Willing participation from industry actors addressed issues on the vocational side. The input from the workplace was vital, and here the challenge of balancing the needs of both the vocational and academic demands were dealt with. The Council and ECC were willing to invest in additional staff training and development.

In developing an innovation, external expertise is often required, to bring balance or bring an added dimension. Respondents have mentioned the assistance given, mainly in the area of curriculum development, by Seneca, the business sector and other interests (TBT4: TPM11). The cooperation from UWI and the dedication of its resources to assist in the process added meaning to the venture, and assurance to the students (TIA12). Consideration for current technological development was assessed and addressed. A survey sponsored by the Council of Community Colleges was done in 1993, among various sectors of the Jamaican population to determine whether or not there was a need for the product. The need was established in the affirmative (Survey Results 1993).

Where inadequacies existed strategies were developed to deal with them. Structures were put in place before the start-up date. As confirmed by one Head of Department:

"Well all of those is an on-going process and based on the nature of the computer industry and the changing environment in terms of software, skills-set, there is a need for constant upgrading for staff. So frequent workshops had to be done to keep them abreast with what was happening. As it relates to other processes the shortcomings took some time to be worked out" (TPH11).

The statement above summarises the process of implementation up to this point.

PRODUCT (RESULT) OF TRANSLATION

The most important aspect of the process of translation of demand in this case, is having an appropriate curriculum (the product), hence reference is made to this aspect by one respondent as the “first issue” to be considered (TPM11). The process of developing a curriculum was not an entirely new one as the existing certificates and diplomas formed the base or foundation on which the curriculum of the new degree was developed. The process was one of adjustment rather than change, consequently curriculum review became an integral part of the process. A body was designated by the Council of Community Colleges of Jamaica to spearhead the curriculum development process. One member of this body describes the goals set as follows:

“Our A.D, would meet two requirements: it would be based on workplace feedback and, it would meet U.W.I. articulation requirements We had consulted with the work places that took in our students on business practice and were able to find out what best would give our students the opportunity to function in the workplace. This meant the degree did two things:

It would prepare students for higher learning, in case they went on to higher studies. It would make the students more competitive in the job market by letting them acquire the skills and behaviour of the workplace.” (TBT2)

Contacts were made with U.W.I. as to what were the requirements for developing the programme so that it would articulate into their first degree (Appendix 14). Areas of concern included course outlines, course structure, duration of the programme, grading systems, mode of evaluation, resources, and staff qualifications.

The development of the curriculum had the support of the academic counsellor for CCCJ who was also at the time, the Principal of Excelsior Community College. The product acquired form as the curriculum committee tried more and more to cater to the demands of the various stakeholders.

“The A.D. was therefore designed for certification at three levels. Some persons were arguing why three years and not two years, but because of the need to articulate with the U.W.I. that is why we had three years. Our programme therefore exceeded the requirements of the 'A' levels. CIDA (from Canada) gave assistance .as well as a team from Seneca. For years

Seneca assisted with workshops and staff visits (both ways) and we could go up and identify what was necessary. We ended up doing an A.D. that was very market-related in its curriculum” (TBT2).

How the demands for programme review, adjustments or changes are addressed by an institution is reflected in the curriculum objectives.

CONCLUSION

In summary, the programme objectives demonstrated the Government’s mandate to perform a meaningful role in the society (Sherlock Report; TCM3); the Ministry of Education’s desire to establish access and upgrade the status of the institution to tertiary (TYM5); the University of The West Indies’ wish to establish academic collaboration, equivalencies and matriculation status (TJW6); and the Employers’ desire that the institution fulfils their demand by preparing well qualified employees to satisfy current job market (TIG7). The objectives also demonstrated ECC’s need to stay in the competition and remain relevant and current (TTD3) as well as: (1) Seneca’s provision of a Model (TPM11).; (2) the Council of Community College’s support (TSW4); (3) The students’ desire to be provided with a wide range of related technical skills, knowledge and attitudes that will prepare them for the challenges of the 21st century (student responses); and (4) The Community’s need to develop a community spirit through a community oriented programme whereby students will learn social responsibility (Curriculum Guide:1994).

The sources of demand, when identified, were sufficiently common in nature to warrant a single response. The decision to offer the Associate Degree was legitimised by the fact that it had Degree status (see discussion on Myths in Meyer and Rowan, 1977). The Associate Degree in the U.S.A. and at Seneca in Canada had provided a model. The implementation process could now begin. This became the subject of the following Chapter.

CHAPTER 5

IMPLEMENTATION

INTRODUCTION

In Chapter 4 it was established that the demands for change at ECC had so many similarities that a common solution could be arrived at. This argument is strengthened by the fact that the flexible and dynamic nature of the Associate Degree (discussed in chapter 2) made it a suitable choice, that is, as the single solution.

Chapter 5 is concerned with the actual processes involved in implementation of the Associate Degree as the solution to the multi – faceted demands at ECC. It answers the question of what the processes involved in implementing the solution were. The chapter begins with a brief chronology of ECC'S approach to the challenges contained in the introduction of the Associate Degree focusing on how the institution responded to the overextended and multiple expectations of stakeholders and the resultant overloaded programme. It establishes what actions were taken to develop the patterned problem - solving behaviour, and how these actions moved the Associate Degree beyond the point of origination (demand) to the stage where it became a total part of structure and the effects on the outcomes.

The institutional theory is used in this chapter to structure the implementation process. This is based on its previous use in developing the research questions and their related activities (Appendix 4). One assumption made here, is that the process of implementation might not emerge as a logical and rational one. The overall assumption is that the institution applied its own logic of appropriateness (March and Olsen, 1996) to the process as it suited, to set the process in motion, ultimately to create a product with the desired status as well as to create the right myth (Meyer and Rowan, 1977).

The following key themes, the result of the open coding process, are highlighted in the discussion:

- The Chronology of Events relating to Implementation.
- Gaining Support for the Process.
- The Implementation Process and Strategies.

- Monitoring the Process.
- Problems of Implementation and Problem Solving Techniques and
- Evaluation.

The Chapter ends with a summary of how both the institution and the innovation changed in the process.

The term implementation as used in the study is “the core process of creating a reality and perpetuation of structure” (Tolbert and Zucker, 1996:180). It is that part of the change process that most critically affects a project’s success or failure. The process as described, reflects a dynamic interaction among institutional elements of people and processes in interaction, strategy, technology, structure, outline and environment. The importance of the individual’s interpretation of the rules is emphasised in March and Olsen’s *Logic of Appropriateness* (1995). The particular stimuli to which responses were sought, established the demand discussed in Chapter 4. In the model used, the process starts with the innovation and ends with it becoming a part of structure.

Curriculum interventions make heavy demands upon the people and the institution engaged in the enterprise, embody value positions which are sufficiently innovative to modularise forces of resistance and often pose serious problems of understanding (McDonald and Ruddock 1993: 148-153). Researchers are agreed that the result is the generation of definable outcomes. Implementation is not simply an extension of planning and adoption processes, it is a phenomenon in its own right. In practice, it covers the dimensions of changes in material, structure, role behaviour, knowledge and understanding and value internalization (Fullan & Pompret, 1997; Dawson 1996).

The following account explains the structural conditions that facilitated the development of these problem-solving behaviours associated with the implementation of the Associate Degree, how they gained acceptance by the various actors and eventually became a part of the structural arrangement of ECC.

CHRONOLOGY OF IMPLEMENTATION EVENTS

One reason already cited for the implementation of the Associate Degree, is that of improving the offerings of ECC. Table 5.1 shows the list of programmes and the levels at which they were offered prior to the introduction of the Associate Degree. The highest level was that of the diploma, with most of the courses offered being at the certificate level. In the interest of survival as a tertiary educational institution, ECC saw the need for programme restructuring and the upgrading of its offerings. As an institution offering certificates and diploma, ECC saw the next move to the Degree level as its next option.

Table 5.1 – Levels of Programme & Certifying Bodies, 1992

CERTIFYING BODY	YEAR	DEPARTMENT	PROGRAMME	LEVEL
Cambridge U. K London U.K..	1993	Pre-University	Advance Level	Post. Secondary
Nursing Council of the Caribbean	1993		Registered Nursing	Certificate
College & Ministry of Education		Computer	Computer Technology	Certificate Diploma
Excelsior Community College		Technical and Vocational Education		Certificate
Council of Community Colleges of Jamaica (CCCJ)		Business and Secretarial	Business and Secretarial Studies	Certificate and Diplomas
HEART		Cosmetology	Hair and Beauty	Certificate
College		Library Studies	Library Technical Assistant	Certificate

Compiled from College's Programme Brochure 1992-3

ECC'S mission statement is adjusted constantly to deal with current societal developments (Appendix 1). This adjustment directs the institution on a course that takes into account regional and global trends, available resources, the integration of holistic global strategies, the creation of partnerships at the inter and intra organizational levels, and the adoption of proactive strategies to change (Vision 2000, ECC). The Associate Degree was one such adjustment.

From an analysis of the institution's records, the following chronology of events leading up to implementation was established, and the pre-planning activities carried out before implementation of the Associate Degree identified. These activities were integral to the process and considerable time and effort were devoted to them.

January 1992: Principal and Head of Business Department discuss the need for new programme offerings and agree that the Associate Degree is a fitting solution to the problems facing the institution. The following responses from some members of staff to the question: “Whose decision was it to implement the Associate Degree at ECC?” highlight the process:

“Well the three year A.D. was essentially put together by the Vice Principal. The administration at the time supported the venture. It was also a venture that was bought into by the other Community Colleges. It came at a time when the Government had given us a mandate to fill the country with a cadre of middle-level managers. The Community College was able to meet that challenge, with the Associate Degree. Excelsior Community College was the spearhead of this effort and the Vice Principal was the brain of this effort. She also had the responsibility of finding a way to implement it into the other Community colleges”. (TEB 11)

“That concept was introduced by the Vice-Principal probably because of her knowledge in curriculum development and educational management. The concept was quickly bought into by the Council” (TIA 2).

“The idea came from ECC, through Vice Principal. It went to the council (CCCJ) at that time and we had the full support of the council and our then Principal” (TML 2).

“Excelsior was one of the main instigators, with the Vice Principal as one of the pioneers. The Principal was interested as well, also people like the Principal of Knox Community College” (TJRH 10).

February 1992 – September 1993 - The Curriculum Committee of ECC carried out research on existing Associate Degrees, developed course outlines and established Boards of Studies.

“The first issue was upgrading of the curriculum. What we had in place was some certificate courses and diploma programmes. To move from that to an A.D., we had to re-do the curriculum. We put in place a curriculum development committee. We also had to find lecturers who had the specific skills that would be needed. We also had to get the appropriate software and computer equipment that would be needed to deliver the programme. We also looked at what the market required in terms of job competencies and skills. So those were the major issues or challenges that we had at the time”. (TPM 11)

1993 - Pilot project at ECC: In 1993 ECC piloted the first Associate Degree in Business Studies (General, Accounting and Marketing). The decision relating to choice of offering

was made by the CCCJ. This decision was influenced by the fact that ECC'S curriculum committee had already developed a draft curriculum for the programme. This draft could be easily amended to fit the Council's needs. The draft was the result of ECC'S attempt to upgrade the programmes of its Business Department. The upgraded offerings included Diplomas in Computing, Business Administration, Marketing and Accounting. These upgraded programmes provided the basis for the Associate Degree.

In the process of implementing the pilot project, major consideration was given to the issues discussed and agreed on between the Association of Caribbean Tertiary Institutions and U.W.I. These included the definition of the Associate Degree as a "post secondary qualification awarded to students who successfully complete at least two years of full time study at a Community or Junior College" (ACTI Manual, 2000).

The main objective of The Association of Caribbean Tertiary Institutions was to facilitate the transfer of students from Community Colleges and other similar colleges to Bachelor's Degree programmes at U.W.I, University of Guyana, The College of Arts Science and Technology (now the University of Technology) and to extra-regional universities. To ACTI, the Associate Degree was a desirable method of achieving the objective of tertiary institutions in the region, developing programmes with the academic integrity required and the flexibility necessary to suit specific needs and situations such as existed at ECC. Concerns were not only about the matriculation status such a programme would afford students, but also about advanced placement.

The pilot project included a group of ECC'S students who had already graduated with a Diploma in Business or Computer Studies and who did a further three-semester evening (part time) programme to complete. Thirty-five students were accepted (College Departmental Report 1993). In answer to the question, "When did you first hear about the programme?" three students responded:

"When I was doing the Business Administration Diploma, we were the first set of students to do it."(TDY 8)

"Most of us did the diploma and then we did the continuation that is the A.D. We just spent the time and did it for further benefits". (TGG8)

"Well I was working at the institution (ECC) and I decided to take it, because I had done the Business Administration Diploma. I wanted to go to the next level." (TPK8)

1993 – June: --Discussions are carried out among Community Colleges regarding the acceptance of the Associate Degree as offered at ECC or with amendments. The Council of Community Colleges establishes the Curriculum Committee of Community Colleges (this brought together the various Boards of Studies). ECC is named as the institution to assume the role of interim Secretariat for that year with responsibility for the examination process (Minutes, CCCJ meeting, Moneague, June 1993).

1994 September: ECC accepted its first group of fourteen (14) full-time students (College Registration Statistics, October 1994).

1993 – 1995: The CCCJ assumed the responsibility to sensitize the Jamaican populace about the concept of Associate Degree and its expected credit transfer status by carrying out a full marketing blitz. This included a formal launching of the programme and public meetings in parish capitals of Jamaica.

The strategies employed to market the Associate Degree focused on the cheaper cost in accessing ECC'S programme, plus the likely matriculation status it would offer into other institutions (here or abroad) if the students graduated with good grades. At the time when the Associate Degree was launched at the College, UTECH as well as some thirty local and overseas-affiliated colleges or schools were the main competitors.

The marketing effort for the Associate Degree was geared initially at creating an awareness of what the programme entailed and what could have been the possible advantages. Tolbert and Zucker, (1996) argue that one of the most important criterion for establishing diffusion of an innovation is the apparent outcome to the institution. To the question, "How did you feel about the programme when it was first implemented?" a member of staff responded :

"I felt good because it was something new coming into our country, and I felt that the students would benefit. I would say this was the case as several went on to the university to complete first degrees. The formal launching of the Degree was undertaken by the Council. The first activity was a formal launch at the Wyndham Hotel, Kingston, Jamaica. July 1994. Present were representatives from the

Ministry of Education, the local Universities, the business sector, secondary schools and the general public” (TML2).

Phase Two of the marketing effort took the form of parish launches sponsored by individual colleges. At this stage the competition was taken into account. The initial target population was students in the existing business school at ECC (internal). Tolbert and Zucker, (1996) emphasise the use of recycling as a low cost strategy. This involves making use of existing social resources. The use of this strategy was adopted at implementation as some sections of the curriculum already existed in the diploma programme. Two students relate to this process in this way:

“A lot of persons didn't really know about the Associate Degree but they were anxious and they wanted to study. Most of us did the diploma and then we did the continuation that is the A.D. We just spent the time and did it for further benefits. It worked out for most of the students in my batch (I saw them at University) and they went through and they finished and moved on” (TGG8).

“I heard about the Associate Degree when I was doing the Business Administration Diploma. We were the first set of students to do it” (TPR8).

The newness of the concept also posed a marketing challenge and appropriate marketing strategies were devised to deal with this. As one of the college's marketing officers stated:

“We focused on cheaper cost, positioned in terms of price and the potential to matriculate to Higher Education institutions”(TGW11).

In the piloting stage the programme officers named the following target groups:

- Feeder Schools
- Employers/Business Organization
- Churches
- Parent Teachers Association
- The general public (other)

Recognition was sought from:

- The University of the West Indies
- Ministry of Education
- University of Technology

The fact that the other colleges joined the effort made the pre-institutional stage easier to be achieved. The Principal of one College stated:

“I was enthusiastic about it. I had no reservations. It was really hard to do it but we had to take risks. We started late so we did the one year programme in one semester. It was the first programme that we advertised as we realized that there was a market for it.” (TSW3)

November 1997: The first set of students graduated at the Associate Degree Level (Pilot project group).

SUPPORT FOR IMPLEMENTATION OF THE ASSOCIATE DEGREE

Any implementation process requires adequate resources, commitment, expertise and internal as well as external networking. Meyer and Rowan (1977) assume that organizational success depends on factors other than those linked to the production processes, such as external influences which impact on the development of social norms within its network. Zucker (1988) sees organizations involved in the process of institutionalization as mobilising and developing their own networking relationships with a view to institutionalizing their own beliefs. This method is often used as a manipulative strategy, argues Oliver (1991). March and Olsen (1995) cite among the processes that generate organisational myths, the elaboration of relational networks. Innovations need strong social network and all the support one can garner to get it successfully implemented. One way of doing this is by creating exchange interdependencies (Meyer and Rowan 1977). In this case networking with individuals and institutions external to ECC became an integral part of the process.

EXTERNAL SOURCES OF SUPPORT

The process of getting external stakeholders on board started about a year prior to implementation. Persons from the business community were included in the process of curriculum development to enable staff to get an idea of what were the competencies required for the job market. ECC liaised with and became members of the League of Innovation, that is, the Community College system in the U.S.A., to ascertain what it is that they were offering at the Associate Degree level and to determine how such offerings would fit in with our local information technology industry. *“Based on their findings, the Associate Degree curriculum for ECC was designed”* states one Head of Department.

The external sources of support have been identified in Table 5.2:

Table 5.2 External Actors and their Roles

External Actors	Type	Role in implementation
Association of Caribbean Tertiary Institutions	Regional Body	Procedural
University of the West Indies	Regional Body	Collaborative
Seneca College	International	Supportive Curriculum
Barry University	International	Benchmarking Advisory
University College of Jamaica	Local	Advisory Quality Control
Ministry of Education and Culture	Local	Supervisory Regulatory Sponsorship
Council of Community Colleges of Jamaica	Local	Supervisory Quality Control
Business Organizations	Local	Standards

Compiled from Data Collected for study; Source ECC'S Documents, 2004

The following examples explain some of the roles of the external actors.

1. The Association of Caribbean Tertiary Institution (ACTI) whose role has been stated in chapter 1 has defined the Associate Degree, set procedures and guidelines for regional accreditation, equivalency and articulation between tertiary level institutions and regional universities and initiated discussions regarding the programme among regional Tertiary Level Institutions (ACTI Manual, 2000: 29).

2. The University of the West Indies, home of ACT1 in 1993 and the Tertiary Level Institutions Unit, the only recognised higher educational institution in the country then, set the twelve criteria to be met by the programme before articulation could be considered (UWI: TBT2).
3. The Ministry of Education and Culture and the Ministry of Finance produced the guidelines for institutional strengthening for Community Colleges, which included the standards for programme development. (TYM5 and Institutional Strengthening in Community Colleges, MOE, 2000).

The University Council of Jamaica, another external actor, set the standards to be met for accreditation of the programme. One lecturer recalls:

“I also know that in the case of Business Administration that the U.W.I. team came and did their assessment and that our students were able to get advanced placement there, based on what we had done here in the three- year programme”. (JM11)

Other external sources of advice included the Council of Community Colleges of Jamaica, the examining and quality assurance body (TSW4 and Strategic Plan 1993-1995 CCCJ) and the League of Innovations (Benchmarking). A Head of Department pointed out that Barry University, Miami Florida and Seneca College Ontario, Canada also helped with Curriculum development.

“CIDA (from Canada) gave assistance, as well as a team from Seneca. For years Seneca assisted with workshops and staff visits (both ways) and we could go up and identify what was necessary”. (TPM11)

The initial process was advanced with the participation of the Programmes Director of Studies and International Programmes Officer of Barry University, Miami, Florida. The researcher participated in discussions concerning the benefits that could accrue to both organizations in terms of credit transfer, staff and student exchange and other forms of linkages should the Associate Degree be implemented at ECC. To facilitate easy credit transfers, programmes offered at ECC would have to be similar to those at Barry University. The Programme Directors suggested that the existing offerings at ECC could form a solid base on which to develop degrees.

External support was given from the conceptualization period. One Head of Department describes the level of participation of some external actors as follows:

“Well the process started about a year prior to its implementation. We invited in persons from the business community to get an idea what are the competencies that were required for the job...Based on that the curriculum was designed. After it was designed we had to send it back to our business partners, to give their response, to add or subtract, so the process took us roughly a year”.(TPM11)

Another Head of Department verifies the part played by Seneca College and others in this way:

“Actually the development of the Associate Degree programme was in conjunction with overseas universities, like Seneca in Canada” (TIA11).

Another informative account of the nature of support is given by a member of the Curriculum Committee as follows:

“We had consulted with the work places that took in our students on business practice and were able to find out what best would give our students the opportunity to function in the workplace. CIDA (from Canada) gave assistance, as well as a team from Seneca. For years Seneca assisted with workshops and staff visits (both ways) and we could go up and identify what was necessary. We did accreditation with U.W.I. with a team headed by Dr (name withheld). This U.W.I. team did the articulation at Excelsior, I think in 1998, and we were very pleased with the assessment.” (TIA2)

Major interest was shown by overseas institutions that also offered degree programmes. Their interest was shown in their desire to embark on collaborative exercises with ECC. Such institutions wished to establish equivalencies so that ECC students could matriculate into their institutions and complete their degrees within another two years or less.

In response to the question “Was there any support given to the A.D. programme and if so, what form did this support take?” the Project Director of the Tertiary Level Institutions Unit UWI, said :

“The U.W.I. staff which we organized to support this programme, and assess this programme, were very keen on assisting the colleges to put their courses in line with those offered at U.W.I. Some of them made

themselves available to the staff of the Community Colleges, but more than that the co-operation from the Colleges really encouraged us to listen to them and to move forward. We spent a whole weekend in retreat at Ocho Rios to look again at the curriculum and I went there and assisted as much as I could in perhaps not being specific about courses, but to motivate people who were already motivated to revise the courses. Not only that but I think I set a realistic time frame, and sought to make implementation of the changes required". (TJGW 6)

In 1996 the UWI assessed the programme and reported that:

"Through articulation the University was willing to assess the programme for establishing equivalencies" (TNB6).

The assessment of the Associate Degree at Excelsior Community College was coordinated by this interviewee who sees articulation with the University as signifying the University's willingness to be involved in the process and to forge relationships with the college.

According to one Education Officer in the tertiary section of the Ministry of Education.

"The Ministry of Education has recognized the Community Colleges would need a different structure to deliver these programmes so there has been an audit done, in collaboration with the Ministry of Finance. However, due to a lack of funding from the Ministry of Finance, this structure has not been fully implemented. The Ministry helped in a small way. It may have been ambivalent about its (the Associate degree) but it did not block it" (TYM6):

One Principal stated that:

"The banks liked them (the students) and hired a number of our graduates. There was major interest from overseas institutions that also had degree programmes that wanted to establish articulation arrangement with ECC. They wished to have equivalencies established so that our students to matriculate and complete degrees in their institutions" (TSW3).

There was no major financial support provided excepting what was approved for additional staff by the Ministry of Education. Some computers were obtained, eight from some organizations (local and international), for example from Seneca (Canada). As the

competency of the students got more known and employers began hiring them more financial support was attracted.

INTERNAL SUPPORT

Top leadership is identified as the source of the decision to implement the Associate Degree. This not only indicated management support for but also their commitment to leadership and confidence in the process. The administration at the time supported the venture. *“It was also a venture that was bought into by the other Community Colleges”* stated ECC’S Principal.

“It came at a time when the Government had given us a mandate to fill the country with a cadre of middle-level managers. The Community College was able to meet that challenge with the degree” (TCM1).

As a new initiative, the support of the management of ECC was critical. The programme seemed an attractive product to all eight Community Colleges. From the national perspective it seemed to satisfy Community Colleges’ mandate to meet the challenge set by Government to train middle managers (Post O’level Report, 1974). The satisfaction of this goal was of utmost importance to College leaders.

In an educational innovation, staff support is of foremost importance to the students and is a critical element in the survival of the programme. The records (Student Register ECC 1993) show that the members of the pilot group were all past students who were pinning their hope of success on the guidance which would be given to them by their facilitators. To them the teachers were easy to be reached. If students had problems, staff could be relied on to assist.

“You had the lecturer to guide you, show you. You could stop the lecturers in class, ask them to provide a break-down of what they are saying.” (TGG8)

“They helped us significantly. The lecturers also researched and gave us additional information because there was a close relationship. This helped us a lot” (TDY8).

Members of staff are described as being cooperative, patient, knowledgeable and very attentive to students. As described by one student:

“They were great. They showed more interest and to me it was more personal because they paid attention to you; it wasn't like in a big class where nobody really cared if you turned up or not” (TP-G W8).

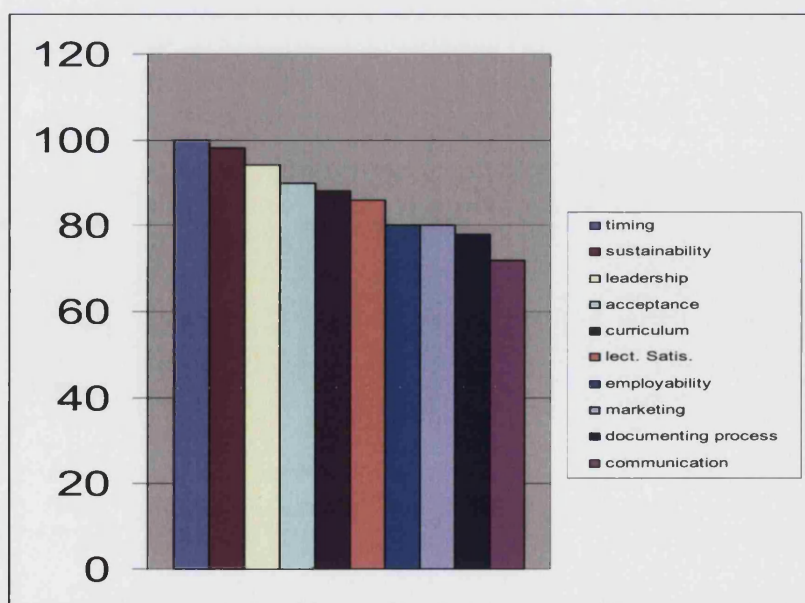
“Their co-operation and willingness to work on the programme in different areas really encouraged us to listen to them and to move forward” (TJW6).

As such, ECC had motivated its diploma students to fill a niche that existed in the society and for which this programme would prepare them. This generated some curiosity and a sense of elation about implementation of the Associate Degree. Despite the minimal financial support, expectations and morale of staff and students during the piloting stage were high. This made the implementation process easier. The Tolbert and Zucker theory (1996) applied in the study, substantiates the impact of external triggers in the process of implementation.

IMPLEMENTATION STRATEGIES

The implementation strategies used in the process now become the focus of attention. Lecturers of ECC were asked to name and rank on a scale of a low of 1 to a high of 100, a number of different implementation strategies that they used in the implementation process. These are shown in Figure 5.1 in order of importance to staff. The implementation strategies are identified and ranked in terms of importance as follows:

Figure 5.1: Implementation Strategies



Strategies	
Order of importance	Ranked in Percentages
Timing	100
Sustainability	98
Leadership	94
Acceptance	90
Curriculum	88
Lecturer Satisfaction	86
Employment	80
Marketing	80
Documentation Process	78
Communication	72

Timing establishes the extent of the demand for the Associate Degree and the availability of a market for the product. Sustainability highlights the concern for the availability of relevant resources. The identification of leadership as an important strategy establishes the importance of the power base responsible not only for relating the organization to its environment, but also for designing a comprehensive strategic and operational implementation plan. Marketing speaks to the level of acceptance needed and is therefore a critical factor because of the newness of the product (the curriculum). Lecturer satisfaction addresses the issue of their buy-in and identification with the product as they perform key functions at the operational level. Employability focuses on the academic and technical utility of the programme to interested parties. Communication that is relatively distortion free and across boundaries is of immeasurable value to this process.

Was the timing right for its implementation? The following responses to a similar question asked of different groups of stakeholders indicate that it was and the following reasons are given. From the interviewee at UWI who spearheaded the assessment of the Associate Degree and the establishment of equivalencies, attended various workshops and worked closely with tertiary level institutions the following response is had:

"I would think that it was the right time to have implemented the Associate Degree programme, because there was a need to have a cadre of trained persons. It was done in consultation with the private sector; the tourism sector and the business sector and so I think it was a very good time to have started the programme. There were several people who could not have access to U.W.I. which was the premier institution at the time; so many students with one 'A' level at the time could not get into U.W.I. since they were required to have two (TJGW6)."

Respondent 2 is a member of the assessment team of UWI and currently assists in monitoring the collaboration process between the colleges and the UWI. To this respondent:

“It was the right time, if not before, because the Degree had come at a time when there was a great need for tertiary education, and for increased access to tertiary education. The main tertiary institution at the time could not satisfy this need, not only in terms of access but in terms of appropriateness because the degree tends to be more applied in nature than say the bachelor’s degree. Students can get more on-the-job training, that is, more direct training related to special fields” (TNB6).

As far as he understood, students in the programme also got work experience and on-the-job training, so they could easily fit into the work world when they graduated. They also developed a clear understanding of what professionalism entailed.

One principal agrees also that the implementation of the Associate Degree was very timely, and explains this response in terms of the great demand for further studies in tertiary and higher education that existed in the society at the time. *‘The Colleges by implementing the A. D. had sought the road to establishing the Community Colleges as an integral part of the tertiary system in Jamaica’ (TSW3)*, she indicated.

Despite the benefits perceived, the Ministry of Education did not allocate any new resources to the institution to assist with implementation, except those already identified. However, ECC made the internal adjustments needed to accommodate the new venture despite the risk factors and constraints involved. Risks factors cited are acceptance of programme by other tertiary institutions, uncertainty of students’ demand, availability of resources, and the commitment from management to provide the resources needed. These were dealt with through articulation with other institutions such as business places, foreign institutions, UWI and others. This not only aided acceptance but also created a greater demand for the Associate Degree.

As cited by the members of Curriculum Committee, the implementation strategies used to gain this cooperation are:

- The involvement of the Curriculum Development and Boards of Studies
- Selection of staff support for programme
- Advertising the programme
- Focussing offerings on student competencies

- Building awareness – buy –in strategies

Feedback strategies cited are workshops and problem-solving techniques, staff involvement at all stages, provision for feedback, taking appropriate action, and conducting workshops and seminars with staff. Deliberate attempts were made to gain consensus at all levels.

For successful implementation it is important that one identifies channels of communication to be used to spread knowledge of the new idea swiftly. The nature of the innovation should be visible, readily describable and easily handled (curricula neatly packaged, inclusion of the socio-cultural factors, communication adequacy and time for the change process to occur). Hence the importance to staff of factors identified. In terms of communication, workers who are encouraged to discuss the problem and participate in important decisions as to what should be done, adapt to change more rapidly and retain it longer than those who are simply told what to do. The process of communication is seen by members of staff as the means by which participants create and share information with one another to reach a mutual understanding. Knowledge persuasion, decision implementation and confirmation are also named by staff as key ingredients by staff and curriculum developers of this process, but posed a problem in this instance.

Organizations can use evidence from news media, first-hand observation and other relevant sources to assess the risks involved in adopting an innovation. This effort provides justification for the programme chosen and an explanation of how it can provide a solution to the problems of the institution. A part of the process is the generation of public recognition and the provision of evidence that the change being implemented had been successful elsewhere. The monitoring of the competition and maintaining as low a cost strategy by using existing resources as possible were approaches used by ECC to ensure permanence of structure.

FULL IMPLEMENTATION

In September 1994 the first full-time batch of fourteen (14) students were accepted formally into the Associate Degree programme at ECC. This was in the Business Administration Department and the degree to be awarded would be in the area of

Business Studies. Initially, the major focus was on accounting, marketing and general business studies, but by 1998 the Computer and Tourism Departments had followed suit. Despite the uncertainty of immediate acceptability by the wider public, the Associate Degree fitted well into the broad scope and philosophy of the college, that of offering “a wide range of programmes to a wide clientele, of varying ages, and socio-economic background” (Sherlock Study: Restructuring Tertiary Education in Jamaica 1991:15-18).

One lecturer of the Business Department saw the Associate Degree, despite its newness and initial drawbacks, as having something positive to contribute to the Jamaican society. The appropriate curriculum in such a situation would be one reflecting relevance, flexibility and creativity, taking into account the professional as well as the technical expertise. Given these established standards, the curriculum also catered to the transmission of knowledge, skills, and values to students and allowed them to develop problem-solving skills while at the same time promoting individual and societal changes (Programme Manual, ECC:1994).

The need to adjust to environmental challenges forces educational institutions to respond to the changing demands. A member of staff in an interview described the decision to implement the degree as not only a good one but also as a bold one, *“as educational institutions must adapt to change for them to survive”*(TSR10).

Educational institutions are required to create open minds, to challenge established doctrines and to adapt to change. One lecturer sees the process as a very bold decision to take a big chance to adapt to changing market conditions, and to a changing environment. The Associate Degree had the potential of catering to the educational needs of a changing society. As argued by Tolbert and Zucker (1996), for management to support an innovative effort there must have been some perceived benefit. The following view is supported by this respondent who interprets demand in terms of meeting the needs in the marketplace:

“The students were clamouring for what the competitors were providing as well as following the current trend. The Associate Degree met its needs at the time and produced a better worker as well as a student who could matriculate into other universities” (T IA11).

In terms of drawback, the initial problems with the curriculum might have been negated with greater input from the stakeholders. As the pioneer ECC had made a bold start and

was daring enough to spearhead the initiative not knowing what the outcome was likely to be. One member of the curriculum committee explains some of the problems in this way:

“The programme itself had a heavy work-load and that was the major complaint. We never got around to breaking it up in majors. The second year was particularly heavy. Overall though, it did very well. From my perspective, we had a very good measure of success. We should have restructured the second year to better address the student's complaint over the heavy workload. We, however had to include some courses as non-credit courses in order to satisfy U.W.I. articulation requirements so that the degree would be credible. In the third year the students thoroughly enjoyed that year since it gave them a lot of practical application. They had to put on seminars, do all kinds of communication tasks. It eventually became widely accepted throughout” (TCC2).

Other problems that surfaced at the early stage were: the selection of an appropriate body to spearhead the curriculum development process; addressing staff needs to meet the demands of the new programme; and assessing and addressing technological needs. A survey sponsored jointly by the Council of Community Colleges of Jamaica and Seneca College was conducted among the Jamaican populace in 1993 to determine whether or not there was a need for the product. A member of ECC's staff spearheaded the effort and states:

“I was also the person that had been chosen by the existing Council of Community Colleges of Jamaica (CCCJ), in 1993, to conduct a Needs Assessment Survey on the feasibility. This was conducted in a variety of Corporate area and St. Catherine secondary schools and, the results tabulated, analysed and presented to the person in charge of the project, the late Helen Stills, who was on secondment and located at the Ministry of Education” (TRF2).

This information had to be proven necessary before scarce resources could be deployed. Where inadequacies existed strategies were developed and structures were put in place before the start-up date. One such example was the immediate sourcing of computers by CCCJ. As one goal was to develop and implement a programme that would take into account local and international standards, frequent adjustments were made to the curriculum to cater to environmental changes and demands, and to address weaknesses. It was a difficult task to get a correct fit.

From the onset, the administration's goal was that graduates of the programme would gain advanced placement at the Universities and provide well trained middle managers for the public and private sectors (Programme Manual, ECC:1993:2). The goal was twofold; on one hand, academic, on the other vocational. In summary, the idea was to educate professionals who would be 'intellectually capable, equipped with the skills to demand proper wages and respect at the workplace and competent to pursue advanced training at a University' (ECC'S Graduation Report, 1993/4).

As the needs of stakeholders were not being met by the existing programmes at ECC, a deliberate attempt was made by members of the Curriculum Committee to ensure that the general aims and goals of the Associate Degree were compatible with the mission, aims and educational goals and philosophy of a community college. A clear sense of the purpose was necessary before the goals of the programme could be determined. On the other hand, students will access courses in specific institutions, based on relevance, accessibility, marketability and utility of the qualifications. Government employees and professional bodies will no doubt through their policies and positions influence the availability and sustainability of the preferred qualification options. This was to expand and increase the certification options as well as to broaden, expand and enrich their flexibility in the fields of work and higher education and development as well.

People and relationships are the major components of successful implementation, and support mechanisms are required to achieve empowerment in practices and procedures (Tolbert and Zucker 1996). Through the work experience programme greater links were forged with business partners.

"All students in the programme go on a four-week experience (some go in January, some in the summer). It used to be a six-week period. We found that to spend more than four weeks in the field made it difficult for the students to complete, based on the course content and the other skill sets in the programme. Six weeks made it difficult to complete the final semester of the programme because we needed more hands-on time in the labs so we had to reduce the hours. The business also found it more convenient with the reduced time. At the end of the period we do a debriefing, where we try to ascertain what is it that they have done, what software they were exposed to, what they couldn't do. We also try to interview the business managers. We also try to turn this interview into determining what their future plans are, so we can do software programs to benefit them. Some students are offered jobs based on this work experience. By meeting your business partners as well you get a much

closer relationship with them, and those students who perform well, you find that those employers will call you and tell you when there is a vacancy and ask you to send persons there. It assists the College in the whole job placement and gives the college a much greater marketability in terms of its graduates". (TPM11)

Lasting relationships were established with these institutions through the implementation of the Associate Degree. In this sense, implementation reflects a dynamic interaction between elements resulting in definable outcomes (Cobson 1998).

LEADERSHIP OF THE PROCESS

Sequential decision making is premised on the assumption that decision-makers learn from others' experiences as well as the experiences gained along the way (Tolbert and Zucker, (1996), but emphasis is placed on the premise that where there is no consensus on the general utility of the innovation the creation of new structures from innovation is largely an independent one. Much had been learnt about the Associate Degree in this regard from the USA effort. Effective administrative infrastructure is a pre-condition for the implementation of any change programme as was the case in that being studied. Roberts (CQ, 2001) argues that the implementation of the Associate Degree imposes tremendous responsibility on the institution in terms of self-regulation and quality control. This is a leadership responsibility. It is the leaders in an organization who have an understanding of the organisation's problem, who are in a position to diagnose it correctly, establish the change goals, design the appropriate action to achieve these goals and persuade key decision makers to approve and support the proposed change (Bullock,1967:272).

At ECC the complexity of demands was matched equally with the complexity of the leadership structure. Internally, management of the process was top – down: with the Curriculum Committee, the Principal and to a lesser extent the Vice Principal of ECC providing leadership. They may be regarded as being in full control of the process and have been ranked in term of levels of control from highest to lowest as the Principal of ECC, Vice Principal, and Board of Management. Others involved in making the decision regarding whether or not the Degree should be offered are cited as the Heads of Departments and other senior members of staff. The Tertiary Unit of the Ministry of

Education came on board by way of analysing the proposal for implementation and endorsing it.

There is no recipe for managing each innovation (Paton and McCalman, 2001) because of the challenging, dynamic and complex process involved in each. Often, the implementation of innovations means upgrading or changing the structures of an institution. These cannot be done without the approval of management and the intervention of some of the supporting bodies. One such body is the Ministry of Education and Culture. It recognized that in order for ECC to move from a certificate/diploma awarding institution to a degree granting one there was need for institutional strengthening. This was not only at ECC but in all other colleges which would soon embark on a similar path.. The result was that an audit was done by the Ministry of Finance to determine what additional positions were needed (Interview July 1, 2004). The result of the audit was the production of the Report of the Task Force on Institutional Strengthening of Community Colleges in Jamaica. Among the terms of reference were the following:

- Develop standards for Community Colleges and their programmes with a view to accrediting the programmes and institutions.
- Recommend a timetable for accreditation and
- Propose guidelines for equivalences with other programmes at the secondary and tertiary levels (Background of Task Force Report, Ministry of Education Jamaica 1995:1).

The standards as set out in the Task Force Document for programmes stipulated that each course should have: clearly defined aims and objectives, numbers of hours, content, methods of assessment and manuals for students and staff (Task Force Report Standards for Community Colleges 1995: 2).

The leadership structure was further complicated by the involvement of the Council of Community Colleges of Jamaica. They define their role as that of advising, fine-tuning, and giving support to the programme developed by ECC, as well as assisting in marketing the programme and facilitating its continued review (TSW4).

The quality of the management team is also important. Its quality is important in designing, evaluating and implementing successful change strategies. Perpetual 'transition' management is highlighted as the required style to manage the change processes involved in programme implementation. Kanter et al. (1999) supports the view of transition leadership arguing that implementing change requires managers to 'juggle' tasks, strike a delicate balance between individual and collective actions, pay attention to the content as well as short and long term goals.

In response to the question, "To what extent were stakeholders involved in the process?" the staff named the academic staff, industry partners, university personnel, and overseas partners from Barry University and Seneca College, Toronto, as being heavily involved. The part played by them in spearheading the curriculum development process may be considered as a leadership role. Also assisting in the implementation process was the Curriculum Committee, which identified their major responsibility as that of designing appropriate curriculum for the programme

Mundy (1977) emphasizes the complex nature of curriculum and concludes that it cannot be managed in the same way as industrial concerns. Carlson (Miles 1964), cites one of the general observations in the research of innovations as failure of deficiencies in the power base. The principal of the school is a key figure and curriculum development requires of him/her not merely goodwill, but also a reasonably full knowledge of the curriculum (McDonald et al., 1973). Miller (1967) supports this view as the management sub-systems open the entire organisation and are, among other things, responsible for relating an organisation to its environment, determining its values, developing a comprehensive strategic and operational plan, designing and setting goals and establishing control processes (Owens and Steinhoff, 1996). These are all ingredients required for successful programme implementation. Management support helps the change.

IMPLEMENTATION PROBLEMS AND COPING STRATEGIES

Tolbert and Zucker (1994) argue that due to the difficulty in determining whether or not the factors highlighted by a given theoretical perspective actually work, institutional theories should be tested in contexts where force is not applied for the organizational actors to accept the innovation and where critical resources are not withheld. Zucker (1996) also establishes the need in the development of an innovation to state that there is congruence between the external and the institutional and educational environments. Resistance is a normal aspect of the implementation process and in the case of the Associate Degree manifested itself in the form of complaints at different levels of the system. The nature of the complaints is captured in the responses to the question: "Were there complaints about implementation, what about and were they justified? These complaints identified by respondents are discussed next.

The responses as cited across groups are noted as follows:

"To be honest with you, I just dealt with it from a lecturer's point of view, so I don't know about it at the policy level, but it was not a problem for me, as once I got my timetable I would teach my classes. I do recall too that in the first year in the Business Department. It was a little awkward because we had the Business Department still offering the diploma level and we had the associate degree as well. It did not seem to make much sense to me in terms of a structural approach" (TJM10).

"Well, the major problem was acceptance. Both the local universities and even the workplace had some difficulties. It was easier for foreign universities who were accustomed to associate degrees, but locally at first people were quite sceptical. The only major problem was resources at the time and after a few months, we were able to gather as much resources as we needed" (TML10).

"I would say that there were some problems because some of the stakeholders, I should put it that way, that did not understand the concept of associate degrees, seemed not to want to buy into it, but that quickly changed over time" (TIA11).

"The first issue was upgrading of the curriculum. What we had in place were some certificate courses and diploma programmes. To move from that to an A.D., we had to re-do the curriculum. We put in place a curriculum development committee. We also had to find lecturers with the specific skills that would be needed. We also had to get the appropriate software and computer equipment that would be needed to deliver the programme. We also looked at what the market required in terms of job competencies and skills. So those were the major issues or challenges that we had at the time" (TPM10).

"Selling it to our usual business student intake plus the newness of the A.D."
(TSR11).

Staff complained about workload, the age of students, changes in culture and behaviour needs, uncertainties of the outcome of the programme, competition from UTECH and UWI. Heads of Departments listed some lecturers, students, parents as the complainers. They complained about the depth and width of the content necessary to meet the demands of external evaluation (Appendix 14). Lack of understanding of the concept of the Associate Degree; the vetting sessions and problems with moderators; recognition of the programme, the duration of the programme, workload, programme relevance and the opportunities for employment upon completion are all identified as potential areas of concern. The members of Council listed students and lecturers complaining about the length of the programme, workload, and the potential value of the programmes.

To the students, the limited library supply was a major concern. It was highly impossible that all texts required would have been available to cater to the needs of a new programme, hence some students solved the problem by using the Tom Redcam Library to source additional information. This Parish Library is in close proximity to ECC and acted as an alternate information source. Accreditation issues were listed as another major problem for students.

To the students the courses were manageable, but *"the number of courses that you had to do each semester was lengthy. I think it was thirteen. Other students also had to do Caribbean Examinations Council's Examinations. We also did 'A levels' (TJS12).*

It was a challenge one student stated.

"Yes there were because it was a new programme. We were the first students. We had a few grouses as it was sorting out its teething problems. We accepted that it would be improved over time" (TDY8).

"I cannot recall any major problems" (TPK8), responded another. Other students argued:

"Course grades were a bit slow in coming out. Grades were not on time but not for all courses" (TAS8).

"In my time, 1999 and 2000, we had some problems with the attendance of some lecturers, since we had a lot of part-time lecturers teaching us. Based on their work hours, we had a lot of problems with them teaching us at 5 'o' clock as I was doing it in the evening" (TCM8).

As stated by the student thirteen courses were offered (Appendix 11). The problem of an overloaded curriculum posed an extra challenge, that of coping with the demands of the various courses. The programme required some adjustment in content. The Secretary of the Curriculum Committee explains it in this way:

'A drawback was that those who developed the curriculum, while very good, were all volunteers. They therefore had limited time to work out all the kinks. The programme itself had a heavy work-load and that was the major complaint. We never got around to breaking it up into majors. The second year was particularly heavy. Overall though, it did very well. From my perspective, we had a very good measure of success' (TBT 2).

The curriculum adjustment was the prerogative of the curriculum committee (Terms of Reference Curriculum Committee). The Associate Degree had to remain overloaded in content or had to be modified to match that of U.W.I so that equivalencies could be easily established. The challenges were ongoing and problem- solving strategies were adopted to deal with each challenge as it emerged.

The problem-solving strategies cited in interviews and questionnaires include Communication with HOD, Vice Principal to CCCJ level – Communication through levels. Workshops and meetings gave these stakeholders the opportunity to make varied and valuable contributions. Discussions and analyses of process and programme created the necessary feedback. One participant felt, however, that the business sector and the students could have been more involved in the development of the programme. Other techniques cited as problem-solvers were:

- Education about the programme;
 - Attempts to set up a permanent secretariat;
 - Articulation with other institutions of higher learning;
 - Implementation of some measures recommended by staff;
 - Constant ongoing dialogue;
 - Suitable time- tabling;
 - Access to suitable jobs;
 - External assessment and workshops, on completion matriculated to UWI.
- (Source: Responses to Questions)

These are institutional practices deemed fit to be used in such a process. March and Olsen (1995) argue that what is regarded as appropriate is not always effective, hence the identification of constraints by staff.

The main constraints are identified as follows: Heads of Departments cite availability of faculty (some members of staff needed to upgrade their skills to meet the required standard to teach on the programmes). The administrators named library facilities and financial resources as the major constraints. Job opportunity for graduates is one of the major concerns of the Council of Community Colleges of Jamaica.

In order to deal with these problems formal continuous communication was established between the project team (Curriculum Committee) and other institutions namely:

- The Council of Community Colleges of Jamaica;
- Other Community colleges;
- Stakeholders in the Community;
- Guidance Counsellors in feeder schools;
- Other interested parties such as parents and workers industries.

EVALUATION

Legitimacy is established with implementation by the provision of a positive evaluation. *“To be persuasive and effective theorizing efforts must provide evidence that the change is actually successful in at least some cases that can be examined by others considering the adoption of new structure”* (Tolbert & Zucker, 1983).

The success of the Associate Degree in this regard (USA) has been discussed in Chapter 1. Collaboration with UWI formed a valid part of the evaluation process. The following discussion identifies how and to what extent.

THE ROLE OF THE UNIVERSITY OF THE WEST INDIES

Collaboration between ECC and UWI meant enlisting the assistance of the staff of UWI at different levels of the organization and stages of the assessment process. The result was changing the course content in such a way that U. W.I. could easily carry out cross-matching. To the Secretary of the Curriculum Committee:

"The matriculation exercise went well with U.W.I. and other institutions, so it also created access. We did accreditation with U.W.I. with a team headed by Dr. Peters. This U.W.I. team did the articulation at Excelsior, I think in 1998, and we were very pleased with the assessment. We had a number of good linkages, and students performed very well. They were able to go onto the degree at U.W.I. Students were able to matriculate into the second year of a three year programme, and quite comfortably, came out with an A, or an upper-level pass". (TBT2)

From the UWI'S perspective the articulation process was viewed as follows:

"Just after I joined U.W.I. there was a project in process to articulate the programme with U.W.I. When I came much of this assessment was far advanced, well advanced. When I actually came on, shortly after that it was approved for normal matriculation. I assisted with working through the final details of exemptions. The relationship that was established between Excelsior Community College and U.W.I. was a collaborative effort, an articulation relationship. The associate degree was considered to be normal matriculation, that meant that students who had completed the programme with a particular G.P.A. were eligible to enter U.W.I. Secondly, the programme also allowed some credit exemption" (TNB 6).

Another respondent from the U.W.I. remarked:

"I was involved with the assessment of the Associate Degrees to see how they could articulate with the U.W.I. programme the undergraduate programme in management studies. There were concerns because there were many hours being utilised to offer the programme. As a result of having so many hours we found that it had passed beyond the matriculation status that is. for students to enter the University. There were many courses done beyond the first year or for which students could have exemption. It required some adjustments not only in content but in how the courses were written up and so we asked the colleges to revise the programme, so that they could be more readily accepted as equivalent to those offered in U.W.I. in level one and level two" (TJGW6).

Articulation with UTECH was somewhat more difficult. This is one lecturer's explanation of what happened as a result:

"We went the UCJ route, more so because the principal of Knox CC at the time was a member of the UCJ" (TBT2).

Lecturers from both institutions cooperated providing willing assistance. The fact that lecturers from UWI were willing to work with those of ECC showed that UWI had seen some merit in going this way. The benefits would therefore be mutual. One assessor's comment was that the "ECC was eager to complete the process" and that this was motivating to both sides. Further cooperation she said was displayed at workshops in Ocho Rios, St. Ann, Jamaica in July 1998. Curriculum review update and change were

the most important aspects of the linkage process at this stage. As cited, the response of a head of department to the question “Are there any special areas you had to focus on to make the processes work for example, staff workshops; exam procedures; exam preparations etc.”? The answer was as follows:

“Well all of those is an on-going process and based on the nature of the computer industry and the changing environment, in terms of software, skills-set, there is a need for constant upgrading for staff. So frequent workshops had to be conducted to keep them abreast with what was happening. As it relates to other processes the shortcomings took some time to be worked out” (TPM 11).

The Associate Degree had been marketed primarily to internal customers. The buy-in was explained by one student who said that he trusted the institution to work out the problems ‘over time.’ There was on-going curriculum review aimed at maintaining the focus of each demand while addressing the issue of an overloaded curriculum. One member of the curriculum committee described the second year as having ‘too many courses’. This led to the programme being ‘undervalued’, as stated by one of the UWI assessors; too many credit hours were assigned.

The need for implementation of the Associate Degree existed; the demands were many and varied. Given previous knowledge and discussions the Associate Degree was considered to be proper, adequate and necessary and therefore had the elements to function as myths. ECC tried to meet the challenge but with what success? In the process some things were either adjusted or changed.

The Associate Degree was assessed by UWI by a team of lecturers representing all three campuses of the UWI, namely, Cave Hill, St. Augustine and Mona. In this exercise were determined the scope and level of individual courses and their equivalencies at the university level. Where areas of deficiencies existed these should be identified and suggestions made of how these might be addressed. Library facilities and stock, laboratory facilities and stock, supporting instructional materials, student services, quality control mechanisms and staff quality were observed and assessed. All courses got favourable ratings. Some needed minor adjustments. Three courses qualified for exemption from the first year of the university course (UWI’s Assessment Report and Recommendation October 1998). To Meyer and Rowan (1977:345) “the social rules of certifying and licensing are socially expected and often legally obligatory over and above any calculation of efficiency”.

The evaluation process was monitored by the Council through the Curriculum Committee and Secretariat. The Secretariat sees to the relevance and quality of examination processes, moderation procedures and review. The Council influences and monitors policy development and implementation, and assists with staff development. It caters to the provision of accreditation and validation by local and external bodies, placing focus on teacher quality, student services, library facilities, quality control measures, and supporting mechanisms.

OTHER OBSERVATIONS

Weaknesses of the programme, as identified by the staff liaison officer and a member of the Curriculum Committee, include its academic nature and the need for greater input from the public and private sectors. The study shows, however, that even when attempts were made to get their involvement, the interest was lukewarm. The institution was forced to implement the programme and await the responses from the work experience exercise. One head of department explained his experience as follows:

"We also looked at what the market required in terms of job competencies and skills. So those were the major issues or challenges that we had at the time. Well the process started about a year prior to its implementation. We invited in persons from the business community to get an idea of what were the competencies that were required for the job. After this, the curriculum was designed. We had to send it back to our business partners, to give their response, to add or subtract, so the process took us roughly a year.

All students in the programme now go on a four-week experience (some go in January, some in the summer). Originally it covered a six-week period. We found that to spend more than four weeks in the field made it difficult for the students to complete, based on the course content and the other skills sets in the programme. Six weeks made it difficult to complete the final semester of the programme because we needed more hands-on time in the labs so we had to reduce the hours. The business also found it more convenient with the reduced time.

At the end of the period we do a de-briefing, where we try to ascertain what it is that they have done, what software they were exposed to, what they couldn't do. We also try to interview the business managers. We also try to turn this interview into a way of determining what were their future plans, so we could develop software programs to benefit them. The benefits that we really get, are that some students are offered jobs based on this work experience. By meeting your business partners as well you get a much closer relationship with them, and those students who perform

well, you find that those employers will call you and tell you when there is a vacancy and ask you to send persons there. It assists the College in the whole job placement and gives the college a much greater marketability in terms of its graduates". (TPM11)

The explanation to this could be that the external environment then did not foster a culture of involvement of employers in the preparation of the product for education and training. It was taken for granted that the educational institutions will know what their needs are and cater to them accordingly. As stated by one member of the Curriculum Committee:

"We had consulted with the work-places that took in our students on business practice and were able to find out what best would give our students the opportunity to function in the workplace" (TIA2).

Tolbert and Zucker (1996) indicate that often-times in making institutional adjustments, institutions borrow something that has been tried and proven by other institutions. This is done in order to minimize resistance, and to convince others in the organization that the innovation has worked in other institutions and can work in theirs. Models of the Associate Degree and results already existed.

As a borrowed concept, students, in particular, and even some members of staff indicated that they did not know much about the Associate Degree, but went along with it. The study shows that a group was earmarked (the curriculum committee) to educate both staff, students and in some cases parents about the Associate Degree (TVT2). Frequent workshops aided the process applying her own logic of appropriateness to it. One Lecturer argued, however that she just went along as:

"To be honest with you, I just dealt with it from a lecturer's point of view, I don't know about it at the policy level, but it was not a problem for me, as once I got my timetable I would teach my classes. I do recall too that in the first year in the Business department. It was a little awkward because we had the Business Department still offering the diploma level and we had the Associate Degree as well. It did not seem to make much sense to me in terms of a structural approach. Some people were just obeying the rules". (JM10)

Stability is a critical process of implementation. This was provided by repeat customers. One is often left to wonder why individuals buy into new programmes even with limited knowledge. This study shows that in this case it was the institution and its ability to

deliver what it had promised that the students had bought into. Members of the pilot group were all students who had studied at the institution before. *“A lot of persons didn't really know what they wanted to study. Most of us did the diploma and then we did the continuation that is the A.D. We just spent the time and did it for further benefits”* (TGG12), stated one student. Despite the newness of the degree the students trusted the institution, more specifically the teachers to deliver a product from which benefits would accrue. One student argued that he knew there would have been “teething pains”, but they would soon be ironed out, so he went on concentrating on his studies. The students had bought into the programme because of previous knowledge of the level of performance of the institution and its staff. Words such as *helpful, understanding, having excellent knowledge of their content, and caring* were used in the interviews to describe members of staff.

The bid to cater to all demands is not necessarily counter-productive in programme development. As shown before in the study, in an attempt to cater to the varied demands, the Associate Degree was overloaded in its content (Table 5.3).

Table 5.3 The Overloaded Curriculum

Year	Number of Contact Hours Per Week	Credit Offerings Per Week
1	28	9
2	30	10
3	27	9

Source: Programme Manual; Associate Degree, ECC 1994

The results as cited by the students were: long hours of classroom time, too many credit hours and ultimately an undervalued programme (students' interviews). These imposed great “demands and challenges” on the students.

To the staff, the overloaded curriculum translated into work overload. To the University it meant an undervalued programme. To employees, it meant workers who did not watch

the clock. This complexity is compounded by the need to include the practical aspects such as work experience, work study and seminars run by the students.

A curriculum of this nature may be seen as a recipe for disaster. In this case, however, it was not, as the discipline required to carry out the tasks assigned successfully is identified as one of the factors responsible for the programme's success. One student argues that even those problems, such as the long hours, have made a positive impact on her life. The discipline developed in getting the work done has prepared her well for the world of work. How were they able to cope? Students cited the help given to them by the members of staff as one of the chief motivating factors. *"They were 'very helpful' you could ask them any questions any time. They knew their content. They gave us valuable handouts"* (TJS12).

In addition to making the demand more complex, the Council helped to provide early stability to the programme by its early acceptance. It provided the advocacy and mentoring needed for the elimination of much of the anticipated resistance which comes along with change effort. The Council was able to bring together members of staff from the other Community Colleges to devote their effort to Curriculum development, review and upgrading. This body, the Curriculum Committee, provided a solid base for dealing with queries. Members of staff who thought negatively about the programme, through its acceptance by Council, recognised that this as the way forward for the system. Hence, despite their trepidations, they put their weight behind the project for it to achieve success (TJRH10).

In addition there were avenues designed for addressing their grievances, some internal to the institution and others external for example the Council. Early rejecters were gradually persuaded to accept the product. There were those members of staff who merely adopted the 'professional attitude' that of no real commitment to the Associate Degree itself, but did what they had to do to carry out their daily tasks (TJM15).

The positive feedback from UWI did much to establish in the eyes of the public the gains which such programme had brought not only to the college but to the society as well. The determination of the Council of Community Colleges for the Associate Degree to succeed did much to establish the programme as an offering within the College and to minimise the levels of resistance.

The corrective measures taken to deal with these pressures have allowed the institution to: maintain viability, change its image, justify its policies and practices survive in a competitive world or simply ensure conformity to social, external economic and political demands.

CONCLUSION

In this chapter answers were sought regarding how the Associate Degree was implemented at ECC, what problems were encountered and with what result for the Associate Degree. The conclusion drawn is that the implementation strategies were employed in accordance with the logic of appropriateness and were those thought of as fitting the situation at the time. As problems arose new strategies were devised to lower the levels of resistance. These were not always effective (Institutional theory). One example cited by staff is that of communication. Despite the conflict resolution strategies used, a solution to the old problem of lack of timely communication was not found. This problem was clearly identified by the staff who might not have perceived the corrective measures used as being appropriate. This meant on-going dialogue at all levels about how problems could be identified and dealt with.

Of importance also are the roles played by the various actors in the process and the levels of commitment they all exhibited. As implied in responses some merely went along with the process while others were excited. These responses would have an impact on the outcomes of implementation.

As is the case with the process of translating the demand into an appropriate programme, the implementation process as it emerged, was determined by what was thought by ECC to be appropriate responses at particular points in time. As such the path taken, as accounted for by respondents in the study, was not a rational one. The logic of appropriateness, for example, explains the complaints cited and arose when there were deviations from what the respondents perceive as right, reasonable or applicable (MO). When the workload changed, for example, the logic as to what constitutes 'an appropriate' workload arose.

The process of implementation is seen, therefore, as one in which the institution responded to external challenges using its already existing resources and strategies. As such, reference was not made to the applicability of theory at each point for fear that this would clutter up an already complex set of findings.

In Chapter 6 these outcomes and perceived gains will be assessed.

CHAPTER 6

OUTCOMES

INTRODUCTION

The question asked to address the issue of outcomes is: Who benefited from the implementation of the Associate Degree and how? The analysis and interpretation of the answers given to this question now become the focus of this chapter, which will be dealt with by identifying stakeholders and establishing how they perceived the outcomes both for themselves and for others.

The discussion takes the following format:

- What changed as a result of Implementation for the Associate Degree and ECC?
and
- The impact of these Changes on Stakeholders of ECC

A significant part of the overall strategy of this study is the carrying out of investigation across the board, that is, involving institutions and participants outside ECC. The changes and their impact are analysed, therefore using the same strategy. The rationale is that the effects of the Associate Degree cannot be confined to ECC, but also to its stakeholders

Burnes (1969:20), a traditional theorist, sees organisational development as a response to change by the adoption of a complex educational strategy, intended to change the beliefs, attitude, and structure of organisations, so that they can both adapt to new markets, technologies and challenges. Tolbert and Zucker (1996), institutional theorists, cite market forces as one of the pressuring factors forcing institutions to adapt corrective strategies to enable it to cope with a changing environment.

WHAT CHANGED

Did anything change as a result of the implementation of the Associate Degree or was this just an appropriate strategy used to enable the institution to survive? The implementation of the Associate Degree had taken place against a background of uncertainty. With no previous experience in Jamaica and hence no track record to draw on its impact was a matter of wait and see. By the year 2000 a realistic assessment could

be made as to what were the fundamental changes, if any, which had taken place in terms of structure and perception of the Associate Degree with implementation and what were the outcomes.

As shown in Table 6.1 responses to this question of what changed are as follows:

Table 6.1 Dominant Areas of Change

GROUP	SELECTED SAMPLE	POPULATION	METHOD	DOMINANT AREA OF CHANGE
MANAGEMENT OF ECC	4	4	I	STRUCTURAL OF INSTITUTION
CURRICULUM COMMITTEE	4	9	I	PROGRAMME STRUCTURE, DELIVERY TECHNIQUES; EVALUATION STRATEGIES
PRINCIPALS (ECC PLUS TWO OTHERS)	3	7	I	OVERALL STRUCTURE OF ECC & COMMUNITY COLLEGES
COUNCIL OF COMMUNITY COLLEGES	4	14	I	INCREASED SUPERVISORY ROLE
MINISTRY OF EDUCATION	1	1	I	INSTITUTIONAL STRENGTHENING
UNIVERSITY OF THE WEST INDIES (TLIU)	2	2	I	COLLABORATION PARTNERSHIPS
SUPPORT STAFF	5	8	Q	INCREASED RESPONSIBILITY
ACADEMIC STAFF	10	14	B	PERSONAL DEVELOPMENT
HEADS OF DEPT.	4	4	1	GREATER RESPONSIBILITY
STUDENTS	27		B	IMPROVED ACCESS, SELF DEVELOPMENT

Compiled from results of questionnaires administered for purposes of the study

CHANGES IN EXCELSIOR COMMUNITY COLLEGE

Respondents in the study identified a number of changes which have taken place at the college as a result of the implementation of the Associate Degree. Staff adjustments were, for example, made to accommodate the new programme. One head of department explains it in this way:

"We also had to find lecturers who had the specific skills that would be needed. We used part-time lecturers while at the same time advising your current staff to upgrade themselves with particular skills. We were able to meet the requirement with constant upgrading of staff. So frequent workshops had to be done to keep them abreast of what was happening" (TPM11).

The result of this is expressed in the following excerpt:

“For the staff, it has forced them to make themselves more current and to upgrade themselves. A high percentage of the staff has moved on from the diploma level in education into the bachelors level and are now moving into the master’s level as you increase the quality of the programmes offered as the staff have to have upgraded skills to deliver it”. One of the things that I can recall is that our Principal would normally say to us, ‘Gone are the days when you can sit with a first degree and think that this is enough so I am encouraging people to go and upgrade themselves’ because they are planning on implementing degree programmes’ The A.D. had just come on stream and they were thinking about implementing other degree programmes and so he would normally say to us’, In order to teach in a degree programme, you must at least have a degree that is at least one higher than what you would be required to teach”. And so staff members were encouraged to go out and upgrade themselves and such” (TJRH10).

Hence the positive feedback from the students for example:

“I learnt a lot like analytical skills when it comes on to say Economics. I learnt how to read charts, analyze stuff and put it into everyday applications, as well as Accounts, the theoretical aspect and hands-on account that I am presently using in my job. I learnt all of that. I also learnt public speaking and making presentations. I was weak at that, and nervous, very nervous, which I have overcome. Overall, I would say the Associate Degree for me was an enlightening opportunity and I am glad that I did it. I used the A.D. and went to the University of the West Indies and completed a degree” (TGG8).

One lecturer explains, *“more research was done by lecturers. This new programme had greater content and required more strategies to get delivered” (TGJ10).* Another student remarked that *“the lecturers also researched and gave us additional information because there was a close relationship” (TPK8).* Training in curriculum development techniques and teaching strategies became an ongoing exercise and were reflected in the following ways:

The staff of ECC cited changes in the following areas:

- Research skills were taught and integrated into the programme (ML10).
- More emphasis was placed on the integration of knowledge (BT2).
- New courses were introduced (VT2).
- The course content was widened (SR10).

- More practical job related components were added (PM11).
- More emphasis was placed on problem-solving skills in the curriculum (EB10).
- Greater demand was made on staff by the institution to do more research and to keep up with current affairs and curriculum development techniques (IA10).
- Adjustments were made to teaching strategies (GJ8).
- Staff was required to become more aware of grading procedures, examination policies, programme structures, and to develop computer-related skills (JRH10).
- Adjustments were made to ECC'S programme offerings, to facilitate easy credit transfers (CM10).

STAKEHOLDERS

There was greater collaboration among the Community Colleges especially in the area of curriculum development, with ECC initiating many of these efforts. The institutional adjustments which resulted, brought about, among the Community Colleges, greater sharing of resources, of funds, of ideas about the implementation strategies and the monitoring of all aspects of the programme (T Groups 1, 3, 4). One lecturer recalls:

"We had vetting sessions on a regular basis; I think it was twice per year, for exams in January and May/June. We had to attend a lot of vetting sessions. We, at least I personally found it very stressful at times. At first it was fun to go but after a number of years it became a little too tedious, and after a number of years the Secretariat, I think, should have had a bank of questions that they could do selections from and set exams from. After a while the vetting sessions became more of a task. It was not fun anymore (TRH 10).

There was also greater collaboration with the business sector and job possibilities, for the Associate Degree helped to forge the long awaited articulation and collaboration with University of the West Indies (UWI). A member of the university responsible for the process argues that:

"The relationship that was established between Excelsior Community College and UWI was a collaborative effort, an articulation relationship. The relationship has strengthened" (TNB6).

The Director of the Tertiary Levels Institutions Unit of UWI confirms the position expressed:

“I was involved with the assessment of the Degrees to see how they could articulate with the UWI programme the undergraduate programme in management studies. I think the fact that UWI and EXED (ECC) became connected, they became partners, not only in the relationship with the Degrees but they were considered now equal partners and worthy of taking on franchise programmes from the UWI. It strengthened the relationship. We also found that a person was appointed to look at the individual transcripts of students to see how their courses could be easily accepted by UWI aside from talking with the administration. Dr. John Maxwell was appointed by the Dean to assist in the smooth movement of students from one institution to another. There were sixteen courses that were articulated with UWI and Dr. Maxwell took it on and really to this day has been very instrumental in having the students comfortable at the UWI” (TJGW6).

To the Ministry of Education, ECC was now playing an integral role in the tertiary educational sector. Its former misconceptions about Community Colleges were corrected. This was one of the positive impacts of the Associate Degree on the institution. The myth that Community Colleges were inadequate to qualify as tertiary institutions was now dispelled (TYM5).

One education officer from the tertiary unit of the Ministry of Education stated that *“The Ministry's policy now is for Community Colleges to participate in providing tertiary education and increasing access to higher education”*. This statement was made after the implementation of the Associate Degree and was a change from the initial position that prior to the offering of the Associate Degree, *“Community Colleges were not viewed as tertiary institutions that were offering accredited programmes that could further one's education in the post secondary situation”* (TYM5).

In response to the question of, “What changed as a result of the implementation of the Associate Degree?”, one Head of Department replied:

“Well, I would say yes. A lot has changed, because with the three year Degree programme, the institution is no longer seen as a college offering a two year diploma programme and that has given a change in perceptions. It has changed a lot in terms of the structure of the institution; the institution is more recognized as a tertiary institution by the Ministry of Education, and other allied institutions; and in addition to that it has given Community Colleges in Jamaica recognition, not only in Jamaica but in the Caribbean and internationally (TIA 2)”.

Another area of change noted is cited by these lecturers as follows:

"The Associate Degree has taken the market. A number of institutions, private and public now offer it" (TCM3).

"The government has also approved financing of tuition fee through the Students' Loan Bureau for the programme in Community Colleges" (TML10).

"Actually there were a lot of misgivings about the programme when it was first implemented, probably because of a lack of knowledge of what the Degree entailed. After it was introduced to Jamaica, for the first time by Excelsior Community College, very quickly, it was grabbed by other educational institutions and it gained permanence in the society of Jamaica, as a whole. More so because of easy articulation with universities abroad, notably universities in the U.S.A it gained recognition" (TIA10).

One respondent from the Ministry of Education thinks that it had no actual impact on the structure of the Ministry of Education, but on the recognition that the structure of the ECC had to be changed and needed their input (MOE). This recognition to ECC was significant.

"ECC currently offers a range of programmes including Bachelors and Associate Degrees, Diploma and Certificate Courses, Advanced Level, Franchised and Community Development Programmes. The Associate Degree (piloted in 1993) bridged the gap between the development of the college's programme offerings from Certificates and Diplomas to Associate Degree. First introduced in the Business Administration Department, it had as one of its stated aims that of preparing students for the world of work, higher education and for entrepreneurs". (ECC's Programme Manual: 2-4, Appendix 11).

The level and nature of programme offerings have changed, argued one member of staff:

"Yes, it has become a part of the structure of the Colleges. I think it forms the core of the college, in say the Business Departments. We do not offer anything else in the Business Department and for some other departments too apart from Computer and Tourism. Degrees are where we are right now, so yes they have become part of the structure of the Community College" (TJRH15).

One member of the curriculum committee reinforced the position taken by the lecturer as follows:

"The Associate Degree has definitely become part of the structure of the college, not only of ECC but of Community Colleges. In fact many other institutions are copying what Community Colleges and in particular Excelsior has pioneered. Some of the institutions that are copying what

we have done are the former Institute of Management and Production and even the government-owned Management Institute for National Development as well as other institutions. In fact CXC is saying that their next bold step is to offer Associate Degrees, but we are the ones who made the pioneering steps to offer this programme, so it's definitely a worthwhile programme. It has proven itself over time" (TTA2).

An educational change becomes institutionalised when it ceases to be an innovation and becomes a part of the standard educational practice (Tolbert and Zucker). It is the process of building in changes in a lasting way so that it continues as a stable routine aspect of school life. Institutionalization is the ultimate goal of the change process (Vespoor 1989:114). French and Bell (1999:295) argue that institutionalisation begins with successful implementation and is concerned with consolidation and stabilisation, so that the change becomes a part of the organisation's normal, everyday operation and does not require special arrangements or encouragement to maintain it. It involves reinforcement through feedback and reward systems, diffusion of the successful aspects of the change through the organisation managers and employees to monitor the change consistently while seeking ways of improving it. One respondent concluded that *"At the time (of implementation) not much was known about Associate Degrees in Jamaica. Today it is well known and the Community colleges have played a large role in that. Today I think this is your main programme offering" (TNB6).*

The U W I staff organized to support or to assess the programme were very keen on assisting to put courses in line with those offered at UWI. As one member of the University staff argued,

"Some of them made themselves available to the staff of the Community Colleges, but more than that the co-operation from the Colleges really encouraged us to listen to them and to move forward. We spent a whole weekend in retreat at Ocho Rios to look again at the curriculum and I went there and assisted as much as I could in perhaps not being specific about courses, but to motivate people who were already motivated to revise the courses" (TNB 6).

IMPACT OF CHANGES

IMPACT ON ECC

To assess viability, one has to review the aims and objectives of the programme as well as the stakeholders' needs in order to determine to what extent they have been met. The

assumption is that choices institutions make in determining the programmes which they will offer, will to some extent be dependent on their own driving philosophies and mission, stakeholders' interest, and their commitment to local and other imperatives.

At ECC one aim was that the Associate Degree would advance the welfare of the institution by helping it to pay greater attention to structures, standards and efficiency; improve its ability to establish partnerships with employers and industry; provide opportunities for higher education and improve the standards of programmes and delivery techniques (Programme manual ECC, 1994). The students would improve their knowledge-base and competencies and become productive citizens of their country and the world. The curriculum was developed with emphasis on these needs. Did the institution benefit from the implementation of the Associate Degree?

Heads of Departments see positive benefits accruing to the college and one expresses it as follows:

"It was the springboard for the development of the college into a full fledged tertiary institution. It aided Excelsior Community College's expansion generally, met the College's mission statement; that of preparing students for employment and further studies and the world of work. Structures were put in place to support the mission of the institution" (TIA11).

It not only lifted the standard of the institution, provided stability for it to improve its educational standard; but students and staff acquired new skills and developed new attitudes. Students were able to develop entrepreneurship and access new programmes (TG11).

To the Board of Management, structural adjustments were made to meet new clients' needs and offerings were of a higher standard. All members of staff taught and operated at a higher level. To the Principals there was a shift in programme offering. More students shifted from the Diploma to the new and wider programme offering which was more attractive. Most institutions were now offering Associate Degrees. Students' access improved; and the Associate Degree provided a stepping-stone to University of the West Indies. Additional funds were brought in through the programme's increased profits. More students of a higher level were attracted to the institution. Matriculation requirements were no longer four but five subject passes at the Cambridge Ordinary levels.

At the UWI a tracer study was done to assess how students who had matriculated into that institution with the Associate Degree had performed. The results showed that by the year 2000 over 70 such persons had graduated from the university with 50 being from ECC. One interviewee described the process as an eye-opener for the UWI staff as it exposed them to the level of work being done at the Community Colleges. To him:

“They, (UWI staff) are far more receptive. For the colleges I think it was a good boost of morale for them to recognize that they are so respected by the major tertiary institution in the Caribbean. The college’s image, reputation, market standing have all benefited from the arrangement and the new recognition that was given to their efforts. Your college prestige rose and businesses benefited from the trained staff that you gave them. I think it worked out very well to improve tertiary access for the nation”
(TNB6).

In terms of collaboration with businesses some students were offered jobs based on this work experience exercises, even before they graduated. By meeting with the business partners, ECC was able to forge closer relationships with them. To one Head of Department the Associate Degree has assisted the College in the whole aspect of job placement and has given it greater marketability.

To the Council of Community Colleges in Jamaica, the students had mastered many skills and employers sought after the graduates. This increased the value of the programme. Graduates were more employable and gained easier access to other higher educational institutions (Council of Community Colleges Reports, 2000).

Identified across groups as other benefits accruing to ECC are:

- a) Compatibility of Objectives
- b) Compatibility with values
- c) Change of institutional goals
- d) Made ECC more competitive
- e) Catered to personal development of students
- f) Reflected needs of students
- g) Impact on culture, structure and processes (Questionnaires, all groups).

IMPACT ON STUDENTS

Student 1 is a member of the second batch that registered in the programme. Her major focus was to qualify herself to access a bachelor's degree. Her response to the question, "What benefits did you most derive from the Associate Degree?" is:

"Overall, I would say the Associate Degree for me was an enlightening opportunity for me and I am glad that I did it. I used the Associate Degree and went to the University of the West Indies and completed a degree. Most of us did the diploma and then we did the continuation that is the Associate Degree. We just spent the time and did it for further benefits. It worked out for most of the students in my batch (I saw them at University) and they went through and they finished and moved on. Well it has been beneficial to me, however I had to put my life on hold after completing the Associate Degree, as I had applied to the U.W.I. and was told that it wasn't accredited, so I had to wait until it was accredited to get in. That was the only drawback". (TSS 8)

To her, the Associate Degree had improved her mastery of higher level and job related skills, boosted her self-confidence, enabled access to a B.A degree, as well as satisfied her need for further educational achievement and educational growth.

Student 2 is one of the pioneers of the course and was studying at the college for the second time. He has found the Associate Degree quite helpful in his job. He said:

"I am currently with the Taxpayers' Assessment Committee. The Associate Degree is accepted, and it has helped me significantly. In my field at the moment, I have seen where because of doing the programme, I was given an advantage in terms of promotion over persons who have a diploma"(TDY8).

Student 3 reported that the benefits were tied in with his vocational as well as academic aspirations. He stated that the Associate Degree has helped him to understand his work area better and had enhanced his knowledge base. *"It has helped to prepare me for going on to the next step because I am planning on doing the first degree"* he said (TCM 11).

Student 4 cites the best benefit as the work experience component as it helps to prepare one to face the challenges of the real working world (TRM8). In addition, it also afforded him the opportunity to mix with more professional persons. That was also a good learning experience for him.

Student 5 joined the programme in its final year having transferred from another Community College and is now registered in the bachelor's programme at ECC. She explains:

"I learnt a lot. I have come to appreciate a lot. When I first entered this programme, it wasn't my first choice but since then I have grown to love it. I find that most of the teachers know their stuff and were very experienced and the majority of the teachers actually worked in some areas of the industry and were able to relate logical examples to us. We also went on field trips so we didn't just stay in the classroom. We went out and saw it for us. I also noticed that the teachers gave us the opportunity to have a feel of the working world by allowing us to plan activities that we would actually do when we go out there in the working world. The Associate Degree provided the basic for the bachelor's degree. Most of the subjects that we are now doing in the bachelor stemmed from subjects that we had done in the AD. It is like a continuation in most areas" (TRM8).

The responses given by students reflect in a general sense the positive benefits that students say they have derived from the programme. Other benefits cited by them include:

- Gaining a better understanding of what the hospitality industry entailed.
- Developing well rounded students to work in industries.
- Gaining wider theoretical knowledge.
- Improving self.
- Improving scope for job opportunities and
- Developing positive work attitudes and professionalism (Questionnaires Group 7).

The students stated that they had acquired skills in communication, accounting, computing management and application of knowledge, as well as developed their reasoning ability (Appendix 11). They had learnt how organizations operate and what steps one could take to help an organization to achieve its goals. Students gained recognition on the job by virtue of becoming more knowledgeable and more qualified, especially in the field of accounting; students were exposed to tertiary education; were given a head-start in gaining Bachelors and Masters degrees, especially in Business Studies. Improved also were their critical thinking, group dynamics, time management and business operation skills. Research skills were taught and integrated into the programme. This to the employers resulted in them getting:

“Better quality students; students more aware of office procedures; who displayed a higher level of competence; were more computer literate and better prepared for the world of work” (TMH 7).

This sums up how the students perceived the impact of the programme.

IMPACT ON STUDENTS AS PERCEIVED BY OTHERS

The benefit to students to the Ministry of Education’s respondent is the creation of greater access to tertiary institutions. This is explained in terms of space and geographic location as follows:

“Analysed in terms of the general economic conditions and the demand for persons trained in higher education, the Associate Degree I would say also had an impact of adding to the number of trained personnel at the tertiary level. For the Community I think that the students must become more employable and the families must feel better about the status that the Degree has. In addition, the students were now able to access UWI education other than through the A' Level route (UWI). Through the work experience students gained hands-on feeling on what really happened in the workplace and were able to cope on their jobs” (TNB6).

The personal belief (logic) system of workers plays a significant role in programme implementation. This individual belief system will impact on that of the group and vice versa in any social setting. Their responses to the implementation positive or negative will impact at their level on their relationships with clients and ultimately on the general outcome of the programme. Actors apply the rules as they perceive them to be appropriate for themselves, argue March and Olsen (1995). In line with this concept, the employers perceived the students with whom they had worked and who had graduated from the programme as possessing the skills they wanted, whether in the technical or administrative area. They were able to apply themselves. Their response to their job was positive. One employer stated that:

“What we looked at, are whether the attitude is good towards the job and if there is a basic desire to cope. In some cases they actually exceeded the expectations we had. For example in the computing areas as well as in marketing” (TNO7).

Another employer described the students as being able to fit in the Receivables and Accounts Departments in their organizations. He stated that:

‘They got on well with the staff. They were here early, they dressed suitably, and they showed the correct decorum’ (TMH 7).

In summary, overall responses obtained of how students benefited from the programme are cited in Table 6.2.

Table 6.2 Responses Re Benefits to Students:

Items	Yes %	No %	No. of respondents across groups
a) Did the students benefit from implementation	100	0	30
b) Did the implementation reflect the needs of the customers	90	10	30
c) Did it cater to the personal development of the students	100	0	30

IMPACT ON OTHER INSTITUTIONS

Other universities had articulation agreements with ECC after implementation so they clearly benefited. One interviewee from the University of the West Indies stated that:

“The Social Sciences faculty of UWI received the bulk of your students so they also gained” (TNB 6).

Another member of staff U.W.I. stated that he would like to *see* more Associate Degrees with an interest in Natural Science as:

“Your college prestige rose and businesses benefited from the trained staff that you gave them. I think it worked out very well to improve tertiary access for the nation. Yes, no doubt about that. It led to further collaborative efforts with UWI and accomplished much in what it set out to do. It was clearly a success. Oh yes. The students benefited. We have done a tracer study to see how these students

have done in their programmes at UWI. The results are being compiled by TLIU and I am sure that it helped UWI” (TPB 6).

IMPACT ON THE BUSINESS SECTOR

The participation of the business sector in helping to define the product as well as to employ the graduates of the programme is of utmost importance. One respondent stated that:

“I am talking about the industry partners that have been receiving students from our college. They tend to rate our students as high as other students coming from other University outside the country, from the University of Technology and from other premier Universities. I would have to concur with you that it helps as lot especially in the Tourism and Hospitality Sectors. Through work experience in these areas, students have the opportunity to gain hands-on experiences that are not delivered at ECC like food service, bar operations, housing keeping and even entertainment”(TIA11).

Members of the business sector, in response to the question, “How relevant is the Associate Degree to your business?” responded as follows: Of 26 participants over 90% found the Associate Degree relevant in a general sense. Other areas of importance to the business sector as cited by respondents are identified in Table 6.3. As follows:

Table 6.3 Business Sector Perceptions of Associate Degree

Item	Yes %	No %	No. of respondents Over groups
a) Relevant to Business needs	90	10	26
b) Overall relevance to business	90	10	
c) Help to build positive attitude of workers	100	-	
d) Improved technical performance	100	-	

Responses compiled from survey among 26 members of the business sector, Questionnaires across groups 2004.

IMPACT ON STAFF OF ECC

To one member of staff of UWI, the Associate Degree was such a valuable product that in her estimation, the staff of ECC should be rewarded in some way for the role they played in its implementation. She expressed her concerns as follows:

“I don't know if staff was rewarded there (ECC) for efforts made but certainly they must feel better for their involvement in a programme that was so recognized” (TJW6).

To ECC one way of motivating staff was to invest in staff development. One Head of Department reflected:

“Actually, at the time when it started, none of the staff in the department had a Masters Degree, but because of the requirements of the Ministry and allied institutions, all the staff in the department already have Masters Degrees and some are even pursuing a Ph.D. now. For years Seneca assisted with workshops and staff visits (both ways) and we could go up and identify what was necessary” (TIA11).

Positive assessment of lecturers by their peers as well as by the students spoke of improved morale. One member of staff stated that:

“Members of Staff did more research to keep up with current affairs, curriculum development techniques and adjustment in teaching strategies. You had the lecturer to guide you, show you. You could stop the lecturers in class, ask them to provide a breakdown of what they are saying” (TDY8).

The Ministry of Education's Institutional Strengthening also benefited staff as the restructuring exercise which followed was accompanied by monetary upgrading of the staff in the form of salary review by the Ministry of Finance in 2002, when for the first time members of staff were paid as tertiary educators. One education officer stated that:

“The institution is now more recognized as a tertiary institution by the Ministry of Education and other allied institutions; and in addition to that it has given opportunity to work in similar institutions elsewhere.

Community Colleges gained recognition not only in Jamaica but in the Caribbean and internationally” (TYN5).

The Ministry of Education also determined and granted some of the additional academic posts required for maintaining the programme.

Frequent departmental meetings and workshops, verbal feedback, reviews, seminars, partnerships with the colleges locally for suggestions, and constant dialogue between administration, staff and students, improved the levels of interaction internally and externally. Some members of staff saw the Associate Degree as a provision for personal advancement, while others saw it as a way of earning extra funds. Motivation by developers of the programme and involvement in the change process are cited by staff as additional benefits.

IMPACT ON THE COUNCIL OF COMMUNITY COLLEGES OF JAMAICA

In response to the question “What did the implementation of the Associate Degree do for the Council of Community Colleges of Jamaica, the chairman of the Council (1999-2000) stated:

“It empowered Community Colleges of Jamaica to take control of the curriculum aspect of education in these institutions. Before the Colleges were largely delivery agents of other curriculum for institutions from outside;

It strengthened the Community College network. Curriculum development workshops involving teachers from all the colleges were a part of the process. The Heads of the various departments were obliged to meet regularly to discuss and share issues. The teachers of subject areas met in vetting sessions and discussed common professional problems.

It encouraged the Colleges to lobby with the Government for the establishment of a Council of Community Colleges of Jamaica, with broad based representation for the management of common examinations, the development of curriculum, establishing international linkages and the establishment of funding from international agencies.

It raised quality issues among the colleges that had to be addressed; for example, student satisfaction, staff development and professionalism.

It provided for the Jamaican public and private sectors employers and new staff members who were flexible, efficient and capable at the workplace and

Provided an alternate route outside of the A levels to University education” (TSW4).

CONCLUSION

In this chapter the outcomes have been addressed based on how individuals perceived them for themselves, for others, and for the institution. Despite the complexity of the task and the challenges posed during the process, the respondents cited many benefits that accrued from the implementation of the programme. Argued from the position of the students much depended on the faith and trust which they had in the institution to deliver what it had promised. They had done it this way before. Another important factor highlighted was the support obtained at the various levels (societal and organizational) and by the different participants, as argued by Zucker (1995).

“ Structures that are altered or created must be believed to have some positive value for the organization or decision makers would not allocate resource to altering or creating new formal structures” (Tolbert and Zucker, 1996:189). This was the case in the implementation of the Associate Degree at ECC.

CHAPTER 7 CONCLUSION, IMPLICATIONS,

RECOMMENDATIONS

INTRODUCTION

In this study, my primary goal was to describe the process and outcomes of implementation of a new programme, the Associate Degree at ECC, Jamaica between 1994 and 2000. This was done against the background of the lack of research on the topic in particular and institutional research in general. This problem was compounded by the scarcity of empirical information on the topic of programme implementation and its implications within the wider Jamaican Community College context.

The research questions around which the study focused were:

- What were the forces that created the demand for the Associate Degree (AD), at ECC?
- How were these demands translated into the Associate Degree at ECC?
- How was implementation of the Associate Degree carried out at ECC?
- How did ECC change as a result of implementation of the Associate Degree?
- Who benefited from the implementation of the Associate Degree at ECC and how?

This chapter reviews the main findings, their implications for theories and practice, assesses the limitations of the study and makes recommendations regarding what further research might be usefully done and who could benefit from such research. Findings are analysed within the theoretical framework. This analysis exposes what I regard as new knowledge, the limitations of the study, and what further research needs to be done.

The overall premise from the theories guiding the study focused around the outcome of the interaction among actors in the process. With this in mind, the process of implementation of the innovation and its outcome were investigated under the headings:

demand, translation of demand, implementation and outcomes. The methodology that was adopted was that of a single case study using a mixed method approach against the background of a pragmatic paradigm. The research design included interviews, document analysis and questionnaires. Data analysis was done using the principles of Strauss and Corbin's (1990) Grounded Theory. The process of triangulation was adopted to improve validity.

Findings were presented at various levels (societal, institutional, individual, group) and for different individuals namely: students, staff, employers and other benefactors. At each level the analysis is focussed around four central themes namely demand, translation of demand and the process and outcomes of implementation.

SUMMARY OF FINDINGS

THEORETICAL APPLICATIONS

Generally, in the absence of rational planning where objectives are set, strategies are carefully worked out and outcomes are predictable, researchers look to theories to provide the framework for their investigation. The application of such theories helps to provide insights into the area of investigation and focuses the researcher's attention on interrelated issues. Without the application of theories, some of these issues would have gone unnoticed.

In this study the researcher had set out to explain a process, whose course was yet uncharted. In the absence of a rational framework, the problem was solved by the application of the institutional theories.

As a major participant in the implementation of the Associate Degree at ECC one major concern was: how could I get an objective account of the process. The problem was overcome by using theories to provide the support needed; a suitable framework for the research design and questions; and ultimately, the settings in which the findings emerged as presented. The aim was not to develop or prove a theory but to adopt a path followed by other researchers, for example, Brint and Karabell (1989).

(1) The application of the Logic of Appropriateness allowed me to see things as they really were and not as what I thought they should have been (March and Olsen), hence the originality of the discussion.

(2) The Tolbert and Zucker model helped me to establish a framework to understand the demand for the programme and the reasons why the Degree was legitimised over time. The framework also helped to elucidate how the Degree ultimately became a part of the structure of ECC and in time, other Community Colleges and Tertiary institutions in Jamaica. Given the impact of the political directorate on the educational system in Jamaica, Tolbert and Zucker's (1996) conclusion that state mandates act as coercive pressure is applicable to this study. It is clear that through the government's mandate issued to Community Colleges in Jamaica in 1974 by the Ministry of Education, pressure had been applied to ECC to cater to the needs of society through its programmes. With growing dissatisfaction and frustration in the country regarding the inadequacies in the educational system, the government maintained a watchful eye over all aspects of educational development. Positive response to the implementation of the Associate Degree from the state came indirectly in the form of the implementation of the Institutional Strengthening Plan (Ministry of Education, 2000) and the granting of loans to students who participated in the programme.

The fact that the Associate Degree had a track record in the United States reinforced one of the conclusions of the institutional theorist that mimetic pressure was also applied and helped in the adoption of the Associate Degree as part of the structure of ECC.

(3) The legitimization of the product by creating the appropriate 'myth around it' included allowing the maintenance of confidence, good faith and ultimately internal and external satisfaction (Meyer and Rowan). To this researcher, one of the conclusions arrived at, as a result of application of the theories to this study, is that legitimacy over time can lead to effectiveness. This was demonstrated in the efficient delivery strategies and the overall improvement of the internal and external processes and procedures at ECC and by extension, Community Colleges in Jamaica.

DEMAND

The flexible nature of the Associate Degree allowed it to satisfy a number of demands and was largely responsible for the form which the innovation took and the varied meanings to the various stakeholders. The nature of the demand existed at two levels (external and internal to ECC), with decisions taken at each level, impacting on decisions made and activities carried out at the other levels. The external demands manifested

themselves basically in terms of the need to satisfy the demand for access to tertiary and higher education as well as to satisfy job requirements. To ECC it meant preparing the students to function in the working environment and to meet the academic challenges of the time.

The demands were also analyzed within the wider social, political and economic framework of the society (Tolbert and Zucker, 1996). The conclusion drawn is that, in this context, the outcome of the implementation of a programme has political and other implications and these overlapped sufficiently to merit the use of one solution. In a country where resources are limited, the government in power has vested interest in ensuring prudent use of its funds allocated, hence its mandate issued to institutions and the need for programmes to fit this mandate.

Studying at the University of the West Indies was the desired position for many of the graduates. Getting there meant becoming involved in a very competitive affair. In reality the two Advanced Level subjects needed to bridge the gap between Secondary and university levels was out of the reach of many even after two years of study. The Associate Degree was used by many to bridge this gap (Appendix 12). The characteristics of the demand were interpreted externally and internally in terms of access to higher educational institutions more so to the University of the West Indies.

The low level of accessibility to tertiary and higher educational institutions in the country was an overriding factor. Given the nature of education the external and internal demands frequently overlapped. Regardless of the nature of the demand everything converges around the need for improved access (Meyer and Rowan, 1977). If, for example, the perception of the Community Colleges was changed from a transitional institution between secondary and higher to recognized tertiary institutions in their own right, then more students would feel comfortable studying in such institutions.

The context of demand is more complex however, given the collegial nature of the systematic framework in which ECC operates. What this means is that the programme not only had to fit into the mission, objectives and needs of Excelsior Community College but also that of the Council of Community Colleges of Jamaica. This complicated the nature of the demand.

TRANSLATION OF DEMAND

ECC'S role was that of interpreting the demand that came from all its stakeholders through the application of its own logic of appropriateness (March and Olsen). This was a radical change from a situation where the institution created a product based on what it thought the student needed and then marketed it to the student. The external factors and their impact on the institution (Tolbert and Zucker, 1996) became contributory factors to the implementation of the degree.

The stated objectives of the Associate Degree (Programme Outline 1994 Appendix 11) included satisfying the needs at the workplace. It was found out in this study that the curriculum developers were the ones who were largely responsible for this process and were the ones who largely determined what was appropriate (Logic of Appropriateness).

IMPLEMENTATION

The study showed that for successful implementation to take place the right relationship must be maintained. This includes relationship between the institution and its external environment, among all its stakeholders and more so among staff and students. Relationships among stakeholders formed the foundations on which this programme was implemented. These included relationships between:

- Public and Private Sector and ECC
- Other Community Colleges and ECC
- Other tertiary Institutions and ECC

Another area emphasised in the theoretical discussion (Chapter1) and reinforced in this study is the line of argument that organizations react to technological change, legislation or market forces (Tolbert and Zucker, 1996:186). In this case, what were the forces of demand? This question is best answered therefore within the framework of the theories adopted for this study, that is, Tolbert and Zucker's explanation of organizational responses (application of its own logic) March and Olsen, to technological change legislation or market forces within the environment. According to Tolbert and Zucker (1996), the relationship between actual and everyday activities and behaviours of

organizational members and formal structures may be negligible, but in this case it was not and played a major role in determining the structure of the Associate Degree and ultimately its outcomes by creating the desired myth (Meyer and Rowan).

Following the theoretical position adopted by Tolbert and Zucker (1996), that implementers must convince their organizational partners of the benefits to be accrued from new implementation, the study shows that the Associate Degree was accepted by the institution as not only a flexible, but also affordable and comprehensive programme with the potential to satisfy a variety of needs. The students who complained about the rigours of the Associate Degree were nevertheless motivated by their belief in the institution and its track record set for delivering what it had promised. Many of the early participants of the Associate Degree were repeat students who accepted the 'myth' created by programme developers of ECC that a Degree would improve their academic standard (Meyer and Rowan).

Adding to its credibility was the fact that the Associate Degree was recommended as the way forward by the members of the Association of Caribbean Tertiary Institutions (ACTI). The headquarters of ACTI was at the UWI, therefore the connection could be made easily. From the outset the University's "Thirteen Points Guidelines" proved useful in paving the way for successful articulation and collaboration (Appendix 14).

The participation of international educational institutions such as Barry University, Seneca College and New Hampshire University, not only in professional development but in accepting students from the programme to complete their course of study in their institutions, also gave some credence to the programme and added to its utility value. The message passed on to customers was that the programme had international value and had gained international acceptance within the first five years of its existence.

Although the business sector did not willingly accept the graduates during the initial stages, the work experience programme soon provided a gradual introduction into the business places. As one respondent in this sector puts it 'they (the students) exceeded our expectations'. The students by their high level of performance marketed the programme and contributed to its success and its continuation in the institution.

In a developing country the resources are not always available to follow implementation on the continuum as dictated in the model used. The culture of ECC and the newness of the Associate Degree along with problems associated in a general way with change necessitated that frequent adjustments were almost daily during the first four years of the programme. These frequent adjustments catered to the well accepted need to make changes acceptable.

OUTCOMES

A study done by the University of the West Indies to track the students who had accessed the baccalaureate programme via the Associate Degree showed about 77 students graduating from Social Science Programmes by the year 2000, of these 55 of them were from ECC (Appendix 12). This was a major achievement for the programme. The message to society was a positive and well needed one.

With its mix of academic and vocational courses the Associate Degree provided a solid background for and paved the way to success at the University. One student stated that she had seen many of her peers at the University and in her estimation they were doing well. Students who were computer specialists could excel easily in the world of work. One student attributes his easy rise in the company in which he worked to his having done the Associate Degree. The appropriateness of the Associate Degree to the world of work comes to fore.

One interviewer explains the appropriateness of the programme as follows:

“Students who did the three year Associate Degree programme, found it easy to get exemptions to do their Bachelor’s degrees at U.W.I., because of the depth of their A.D. courses, I would say that I had a favourable outlook on what answers to expect from those who I would interview. I had taught some of these past students and given that I had some feed-back from several of these students (although not the ones in the interview), and also had frequent dialogue with several of the staff who had taught in this programme, I did not expect much negative comments” (TBN6).

“After reviewing the comments of several of the staff and past students, there is not any major change in my opinion, as nearly all the comments were quite favourable towards the degree. I think it is with amazing foresight that the programme was introduced at the time it did, and the most remarkable thing to me is the wide duplication of associate degrees across tertiary institutions in Jamaica today”(TRF2).

The inclusion of academic as well as vocational courses in the programme helped to create a well- rounded individual. As one member of the curriculum committee explains that the aims of the programme were to provide access to UWI and other higher educational institutions, promote well trained employees as well as entrepreneurs. This provided the students with valuable alternatives. Did it work?

As stated, the Associate Degree has become the flagship not only of ECC but of the Community Colleges in Jamaica. It has worked not because it followed any theory or process slavishly but because it was able to gain the acceptance of its stakeholders; make the necessary changes to deal with the challenges and provided a viable product needed at the time. The findings support a demand and the workability implications.

The perception of ECC changed from a negative to a positive one with the successful implementation of the Associate Degree, but as shown in the study, success is largely dependent on faith in the institution and support from the various stakeholders. The problem solving behaviours are largely the product of past credibility, faith and trust in the organization (Meyer and Rowan, 1999). The relationship between actual and everyday behaviours cannot be seen as negligible as argued by Tolbert and Zucker (1996).

IMPLICATIONS

FOR ECC’S AND COMMUNITY COLLEGES’ PROGRAMME PLANNERS

The findings from this study have implications for programme developers and implementers at ECC. In the Community Colleges education and training programmes are tied to developing an educated person as well as catering to current manpower needs by increasing opportunities for tertiary education. In this context the need to develop

satisfactory cost recovery mechanisms to finance tertiary level education becomes more and more of an illusive dream. This puts the curriculum developer in an educational institution in a bind. The dilemma does not force it to sacrifice the technical for the academic and vice versa, but given the limited resources at ones disposal the challenge exists of how to strike the happy medium and achieve a state of balance. To achieve balance, innovations of this nature must be exposed to frequent evaluation. This factor is worth due consideration as often, in an attempt to satisfy needs and to get a programme going as quickly as possible, the assessment of an innovation is ignored.

In an attempt to develop the total individual, given the limited resources, new programmes were often overloaded. This is not an ingredient for success. To avoid the overloaded curriculum which resulted in this case, future programme planners should give serious thought to the number of programme objectives, and how these can best be accommodated without putting undue strain on the students.

The process of evaluation demands more than the normal examiners' reports. Empirical studies of the process and the results should be carried out and documented. This means measuring all inputs and outputs (direct and indirect) by carrying out cost benefit analyses. This might give insights into the benefits derived at all levels of society. Problems can also be recognized and recommendations made for the imposition of corrective measures. The feedback from graduates, lecturers, employers and other stakeholders can produce solid evidence which can be used in a meaningful way by all stakeholders.

FUTURE RESEARCH

The study has focused on a topic on which information to date is limited. No academic writings have been found on the topic as researched, hence the wide scope existing to continue the process. The focus of this study has been on the process and to a less extent change and benefits to different individuals and at different levels of the institution. Further qualitative research should be done on the role of stakeholders in programme implementation and more importantly relationships among stakeholders in the process and the impact of these relationships on the Community College and/or higher educational system in Jamaica. Social actors (March and Olsen, 1995) internal or external have the potential to exercise influence on those who had the power to take

direct action. Students, for example, are the major stakeholders. The students' involvement should be researched both as participants and more specifically in terms of the ways in which they have influenced the implementation process.

What is also needed is an effort to systematize the observations resulting from the analysis in this study in an empirical fashion. In this way, in future research, more emphasis can be placed on the sources of and interrelationship between power and methods of influence and their impact on programme implementation in these educational institutions.

Cooperation and collaboration have been identified as important aspects of the process. Other educational institutions were cited as giving well needed support to the programme, thereby adding more credibility to it. One area which needs further investigation is the nature of cooperation, type, levels, and impact of such cooperation and collaboration on programme implementation in general. These are potential areas for empirical study.

A comparative case study could focus on the subject of this investigation on a larger scale, to make the comparison between the situation in various Community Colleges as compared to those in other tertiary or higher education institutions, noting the lessons learnt and the models used. Educational institutions are organised on many levels. They experience different processes, cultures, structures, and goals. This impacted, in one way or another, on the implementation process. It will be worthwhile finding out through research how these cultural differences might impact on the process. There is need for follow-up of this study at this institution, across the consortium, across the tertiary level and at the higher education level to deal with issues raised or related to the differences to identify the impact of the Associate Degree on the entire tertiary system in Jamaica.

Schools are possibly unique amongst other types of organizations. Stakeholders are not only those within the physical boundaries of a school. Tertiary institutions have expectations for school leavers as do employer groups and other organizations. The wider society is similarly concerned with educational structures and procedures (Tolbert and Zucker, 1996). Each group of stakeholders has perceptions as to what the barriers to the implementation of a programme are and the changes that result and merit some consideration (Credaro, 2001).

The findings in the study show that process did not follow any specific pattern described by any of the models used, but rather a combination of aspects of all three. In the case of Tolbert and Zucker (1996), similarities are observed in the way the innovation came about and the impact of external factors. The overlapping nature of the factors as they emerged in this study seems to be a variation. The Myth (Meyer and Rowan, 1977), is the status which the degree as compared to a certificate or diploma connoted in the society, and to the institution and its stakeholders. The Logic of Appropriateness pointed to the various reasons cited in the study for implementation of the Associate Degree at ECC. It will be interesting to find out, through other research, if there is an indigenous model of the implementation of educational innovation in Community Colleges or tertiary institutions in Jamaica. The innovations discussed combine elements of models and confirm the necessity for a research design which attempts to use a single model to explain findings linked to a theoretical paradigm.

The models used in the study have not focused on cost. This is an area that is often difficult to define in concrete terms. The difficulties surrounding evaluation in education have frequently led to a situation where evaluations of innovations have been ignored. As a result school-based innovation is rarely, if ever based on cost-benefit research (Nicholls, 1983). This is a potential area for future investigation.

LIMITATIONS

The findings discussed in this study are to be understood against the limitations associated with the method used, the type and size of the sample and the goal of the researcher, that is “to carry out analytical as compared to statistical generalization” (Yin, 1994:10). In the first instance the results of a single case study cannot be used to make wide generalizations, hence the confinement of the results to the case in point or other similar cases. This study is limited in context to a single institution over a limited period. ECC was the first institution of its kind to implement the Associate Degree in the island of Jamaica, hence its selection.

Another factor to be noted is the researcher’s dependence on the respondent’s power of recollection. Applying the use of a purposive sample individuals were relied upon to recall events which have occurred in the fairly distant past (10 years or less). This was a cause for concern. The aim, however, was to adopt this approach to use the respondents’

“reality” to gather information which would be used to describe a particular situation, in which they had played such key roles, that one assumes they should be able to paint as accurate a picture as possible.

I believe that the sample size could have been expanded to include more of the students. This was not possible as students who graduate from a programme often emigrate to other countries. It was useful, however, to include the students who pioneered the programme. Other limitations are cited in chapter one such as the researcher’s involvement in the programme investigated and the lack of a proper system of records management in the institution. The results of the study, however, should be useful to programme planners in this and other institutions and should act as a stimulant for further work to be done in the field of study and at ECC.

The patterns, themes, clusters, and comparisons arrived at, were used to build a logical chain of evidence (Punch, 2001:292). This process has proven to be a time consuming, difficult task. The aim, to arrive at a reasonable interpretation of the data, is achieved by using inductive analytical reasoning. The data on the programme’s success are interpreted in the light of stakeholders’ interpretation of the meaning of what happened. The time lines set were adjusted as variables such as work commitment and inability to access timely information impacted on the project schedule. The use of interviews for example, became very time consuming both in terms of the time in which the actual interviews took place and the time used to transcribe and analyze the data.

Patience, politeness and honesty were important virtues to be exercised. My plan provided a guide for collecting the data but there was need for adjustments as the study progressed. To avoid the problems cited in the literature on the limitations of case studies, I carried out an ongoing review of literature on the topic to enable me to develop sharper and more insightful questions. An effort was made not to allow biased views to influence the directions of the findings and conclusions as I had played such an integral role in the implementation of this programme.

CONCLUSION

Community Colleges have become permanent actors in the Jamaican tertiary educational scene. Their perpetuation, for the most part, may be attributed to the product which has

become their hallmark, the Associate Degree. This study has documented the processes involved in the conceptualization and implementation of the program as well as some of its outcomes. It is hoped that its findings will be of value to educators, with particular reference to those in Community Colleges in Jamaica.

PERSONAL REFLECTIONS

In 1989, I was assigned the responsibility to head the Business Department of the institution. On carrying out a major investigation into the various aspects of the department, I discovered that course offerings were, for the most part, unstructured and needed upgrading. This task I spearheaded, with the assistance of two other senior members of the department. The end result was the implementation of the Associate Degree, which was later adopted by all other Community Colleges in Jamaica.

At the level of the Council of Community Colleges of Jamaica (CCCJ), I was assigned the responsibility of chairing the Curriculum Committee, as well as spearheading the implementation of the business administration programme in the other colleges. The implications of personal involvement and interest for objectivity and ethical considerations have been duly noted and monitored. Hence careful attention has already been placed on the wording of questions, the types of questions asked and who conducted the interviews.

Research, to me, is a systematic attempt to provide answers to questions, therefore it anticipates outcomes. In this study the outcomes are addressed in terms of: value to the institution, how they meet individual and other needs, enhance competency, change attitudes and foster social relation (Tuckman, 1972). It is hoped that through the systematic and reflective documentation of evidence (Bassey, 1999: 28) *“this study has enriched the thinking and discourse of other educators”*. Cohen and Brawer (2003: 426) argue that research in Community Colleges should focus on assessing institutional outcomes and that the *“classical educational research paradigms apply to Community Colleges no less than they do to other forms of schools”*.

Their recommendations are that more studies be done on individual colleges. As difficult as this task may be, it is only by engaging in research that Community Colleges will be able to assess how they have contributed to solving the problems of their society (Ibid: 427). *“Research is concerned with our attempt to develop an understanding of the world around us, how we view our world, what we take understanding to be and what we see as the purpose of understanding”* (Cohen, et al., 2001: 1). By carrying out systematic, controlled, critical and empirical investigations, one hopes to arrive at the truth or as near

to it as possible. Gay (2003: 3) defines educational research as “the systematic application of a family of methods employed to provide trustworthy information about educational problems, issues and topics”. By carrying out such systematic inquiries, one hopes to gain a fuller understanding about the educational processes, issues, topics and problems such as the case in question.

Organizational survival can rest on the observation of formal structures which may or may not actually function. The fact that the Associate Degree had worked elsewhere gave it a social meaning which was transferred to ECC. What were the forces of demand? Adopting Tolbert and Zucker’s (1996) model of institutionalization, it is theorized that organizations react to the external environment whether through a desire to survive, to keep up with the competition or simply to legislation. In the case of ECC, all factors were brought into play. The impending threat of closure and the urgent need to create a niche for Community Colleges in Jamaica meant that the colleges needed a product to give them their own brand name. The Associate Degree fitted into this slot.

The Associate Degree was able to find its niche over time. It had a fairly slow rate of adoption. This was due, in part, to the forms of resistance which came from the environment. The structure of the Jamaican tertiary educational sector had placed a Community College offering an associate degree in direct competition with institutions such as the College of Arts, Science and Technology (now the University of Technology).

The Associate Degree has served various purposes. On one hand, it stood on its own, offering its graduates skills which have equipped them for the working world. On the other hand, it has bridged the gap between secondary and higher education.

The University of the West Indies could easily establish equivalencies and credit transfers. Externally, it benefited the graduates who opted to study in the United States and Canada.

Processing relevant levels of research capabilities is one of the major challenges facing educational institutions in Jamaica, even today. The need therefore exists for the quality

of education to be enhanced in this field, as most tertiary institutions in the society are teaching and not research institutions. Research and development, where these exist can best be described as sketchy.

One of my concerns, as an educator in a developing country is the lack of research capabilities personally and institutionally. It was out of this concern that the researcher set one of my objectives for enrolling in the course as developing the expertise necessary to improve. Here was an opportunity for me to hone her skills and to implement research as an important addition to the offerings in an educational institution in Jamaica. If the goal could be achieved, ECC would have been the first Community College in the country to establish a significant aspect of its development. There were trepidations on my part regarding my personal skills. The culture of ECC regarding participation in institutional research also posed some challenges, but my fears were allayed when the Board of Management endorsed the proposal for conducting this research.

The research classes at The University of Bath did not make the researcher anymore confident. In fact, if anything, they had left her a little more confused and less confident. The process has been a long circuitous and painstaking one, but thanks to the prodding and patience of my supervisor, I have been able to chart and remain on course. The researcher has benefited in the ways now discussed.

RESEARCH TECHNIQUES

The exposure to the qualitative and mixed method technique as tools of educational investigation has been very enlightening. Traditional research expounds the merits of the quantitative approach, but I have learnt to appreciate the positives of using other approaches that reveal those unquantifiable aspects of human nature. Behaviour cannot always be predicted and controlled and in the field of education this is an important point to note.

The terms epistemology and ontology were very intimidating at first. Soon in an attempt to collect data systematically, to analyse the problem, communicate and justify the approach and conclusions reached, I have learnt to appreciate the ontological and epistemological positions, the importance of the role of true from false knowledge, what constitutes knowledge (epistemology), the role of one's belief as to what society is and

whether or not its realities are external to the individual., these gained new appreciation from me.

The real challenge came as I tried to develop an understanding of the complex nature of case study research. This came against the background where the case study as a research method is often regarded as 'logically the weakest method, of knowing' (Smith, 1991: 375). This meant guaranteeing the researcher's strict adherence to the accepted standards of doing this type of investigation on my part.

The application of the theories used in this study has helped to reinforce the researcher's belief that legitimacy and efficiency are not separate entities but are co-dependent. It is her belief that in educational institutions, efficiency can be achieved as a result of legitimacy. The achievement of legitimacy may be viewed as a prior task. In this sense, efficiency could be the final link in the process of implementation.

RESEARCH IN TERTIARY AND HIGHER EDUCATION

Silverman (2001:7) argues that there is a place for commonplace research about issues in organizations, and a purely quantitative application would simply rule out the study of many interesting phenomena relating to what people actually do in their everyday lives. There are areas of one's social reality, which cannot be quantified. According to Bryman (2001:264), the epistemological position is one where the emphasis is on the understanding of the social world through an examination of the interpretation of the world and its participants. The ontological position implies that social properties are outcomes of the interaction between individuals rather than the phenomena out there. These views are shared by this researcher and the principles have been applied to this case study research.

Peter Scott (2000) sees the adoption of a research mission as playing a profound role in the transformation of higher education. No other feature of modern universities is so profound or even so universal. ECC is as much a part of the global arena as any other tertiary institution and faces the challenge of developing a research culture. The researcher is even now more convinced that she is now equipped to make a contribution in this respect and that research can enhance ECC'S profile and contribute either directly or indirectly to its knowledge-base and profile. Educational research is a useful tool in

solving practical problems in the field, thereby enabling educators to make predictions, record processes and establish cause and effect relationships.

In modern tertiary educational institutions there are lengthy discussions on what role research should play in education. Should research and teaching be combined? Should some institutions focus on research and others on teaching? Whatever form the debate takes, the experience gained in carrying out this research has helped to convince me that research is an important component of the academic culture.

THE RESEARCH FINDINGS

I came to the Doctoral programme in Business Administration Higher Education Management offered by the University of Bath convinced that I needed to record an important development in the life of Excelsior Community College. One major challenge was to find a way to access unbiased information. Another was how to record this happening while safeguarding objectivity, reliability, replicability and validity. I learnt in the process of my research that by adopting the 'right' research techniques this could be done.

The findings regarding the role of the external (Tolbert & Zucker, (1996)) stakeholders in establishing demand highlighted the need for access and equity in tertiary educational institutions in the Jamaican context. This further establishes the need for and ready acceptance of flexible programmes. Another point of interest which emanated was the result of what happens when curriculum planners try to cater to all the demands of stakeholders in a single programme that is an 'overloaded' curriculum which nevertheless in the case of ECC's gained positive results over the period.

I have embarked on an intimidating journey thought of as being impossible at first. At the end of the road I am looking forward to applying the skills to addressing relevant educational issues. I am looking forward to presenting ECC with its first piece of institutional research. This will not only contribute positively to my profile as an educator but also to my career development, job satisfaction and self actualisation.

I have learnt that the researcher who seeks to describe current conditions, investigate relationships and study cause and effect, will use the quantitative approach. The methods applied will include experimental research, causal – comparative research, correlation

research or survey research. The researcher who seeks to probe deeply into the research setting and to obtain an in-depth understanding about the way things are, why they are the way they are and how the participants in the context perceive them will use the qualitative approach. Such a researcher will use one or a combination of action or historical research, case study, ethnography or grounded theory.

Educational research is concerned with making decision about quality, effectiveness, merit or value of educational programmes, products and practices in a systematic and formal manner. One can lessen but not eliminate errors in research studies. These errors often arise from the complexity and variability of humans and the contexts in which they act. Only by imposing checks and balances to help minimize the likelihood that the researcher's emotions or biases will influence research conclusions can such errors be minimized. Armed with this knowledge I am confident of the value of this research project.

APPENDICES

APPENDIX 1

Mission Statements of ECC 1993 to 2000

From inception up to mid-1998, the College's mission was expressed in the following statement:

The Mission statement of the Excelsior Community College is to provide professional and para-professional training, technical and vocational education, general education and community service. It should also train middle management personnel for various occupations in different organizations - financial, industrial and otherwise. Included in this mission, is to encourage the process of lifelong learning.

In 1998 the Mission Statement of the Institution was changed to:

The Excelsior Community College is that part of Excelsior Education Centre which aims at providing quality Tertiary Level Education with local and international dimensions, for continued personal and professional growth of students, staff and the community of which it is a part.

Mission 2002 to Present

The mission of Excelsior Community College in the year 2000 is to embrace student-centered, lifelong learning, by providing quality accessible programmes, activities and services delivered in a timely manner. The College will be responsive to the needs of all stakeholders. It will utilize the expertise of a highly skilled professional staff.

APPENDIX 2

Permission Letter

September 5, 2005

Dear Colleague,

I am conducting research into the Associate Degree as implemented at Excelsior Community College in 1994. I am interested in its conceptualization processes and outcomes.

Hopefully, as a result of this research, it will be possible to make well grounded recommendations on the issues cited above at Excelsior Community College, the Community Colleges of Jamaica and the Tertiary Education Sector

Your input is requested in the form of interviews or the filling out of questionnaires. I hope you will find it possible to participate

Questionnaires when completed can be mailed to me in the addressed envelope enclosed.

Thank you for your time and co-operation.

Yours sincerely,

Myra Powell-Pusey (Mrs.)

APPENDIX 3

Case Study Protocol

Overview of the Case Study

a) Project Objectives

In summary the project objectives are:

- To investigate and document the processes involved in implementing strategic change in an educational institution, in the form of programme innovation.
- To set a guideline for future research in this institution ie. Excelsior Community College.

b) Case Study Issues

- Limitations of using a single case study from which to generalize.
- Institutional issues of proper data collection, especially access to past students, in light of the absence of tracer studies.
- Researcher's involvement
- Maintaining time-lines.

c) Presentations

- of findings to the Board
- of findings to the staff
- Seminar among researchers and assistants general issues/case study research design

Verification of information

Locating relevant documents and texts

Collection of documents and relevant texts

Extensive reading on the topic

1. Field Procedures

Discussion on project/problem identification

Identification of research question

Establishing draft research questions

Identification of possible participants/actors

Defining activities

Piloting a draft questionnaire

Establishing interview and questionnaire format

Training of interview/questionnaire team

Interview letters

Preparation of final questionnaire

Distribution of questionnaire

Verification of access

Conducting interviews

Establishing other process for interviews.

2. Establishing Case Study Questions to Guide Investigation Questions

i) What were the forces that created the demand for the Associate Degree (A.D.) at ECC?

ii) How were these demands translated into the A.D. at ECC?

iii) How was the implementation of the A.D carried out at ECC?

iv) How did ECC change as a result of the implementation of the A.D?

v) Who benefited from implementation of the A.D at ECC and how?

Topic: The Implementation of the Associate degree at Excelsior Community College. Did it work?

Potential sources of information

a. Institutional Records/Archival documents

- b. Interviews
- c. Questionnaires
- d. Documents (general)

Question 1. A, B, C and D were used.

Question 2. C and D were used.

Question 3 A, B and C (in large measure) were used.

Question 4. B and C were used

Question 5. B, C and D were used.

Summary of questions

What informed implementation?

Establishing how implementation took place?

What were the results of implementation?

3. Guide for the Case Study Report

Objectives examined

Co-sponsored by both Board and Researcher

Single Case Study on a single institution

Set the perimeters

Relevant readings include

4. Outline and Format of Report

Identifying the audience for the Report (various stakeholders in general)

Developing the compositional structure – using a chronological structure, because it is a historical case study

Single Case Study

Matching Theoretical Model to areas:

- Demand
- Implementation

- Change
- Outcomes

Report presented in sections:

- Introduction
- Theoretical framework
- Methodology
- Findings and Analysis
- Limitations
- Recommendations
- Bibliography
- Appendices

Review of Report by Informed persons

Audience for the Case Study

Procedures to be followed in doing each chapter

Focusing on research questions while writing each chapter, substantiated by theoretical under pinning.

Chapter – Demand

Sub- Section

Chapter – Implementation

Sub- Section

Chapter Change

Sub-Sections

Chapter – Outcomes

Sub- Section

Case Study Identities : Real (in some cases) and Anonymous used together in Case study

Validation : Review by some of those who have been the subject of the Report

APPENDIX 4

Interview Questions and the Associated Levels

The questions asked were relevant to gain the responses which could best answer each of the research questions

Research Questions 1 and 2 relate to Levels 1 and 2 with the aims to establish the forms and nature of demand and examine how the demands despite their various forms and nature were translated into one solution meaning the Associate Degree..

The responses from the following questions have been combined with evidence gained from documentary analysis. The associated questions are as follows:

1. What were the special factors that influenced the environment between 1994 and 2000?
2. What were the key values that drove ECC to make the decision to implement the Associate Degree
3. Was the initiative driven by top management of the institution/
4. Was the implementation driven by the need to meet the needs of stakeholders?
5. Was it the right time to have implemented the Associate Degree and the reason for your response?
6. What role did your organization play in the implementation of the Associate Degree?
7. What support if any did your organization give to the implementation of the Associate Degree?
8. What objectives did you set out to achieve?
9. Who controlled the process?
10. To what extent were stakeholders involved in the process?
11. What were the major strategies used in implementation?
12. Did the goals reflect the existing values of ECC customers and its own needs?

Research Question 3 related to level 3, and describes the implementation process

How did the implementation of the Associate Degree come about?

Who provided leadership?

What were the critical resources needed for implementation of the Associate Degree and from whom?

Did the goals of the Associate Degree reflect the needs of customers of ECC?

What were the implementation strategies and were they the best?

How clearly and compellingly was implementation explained?

What support was needed for successful implementation and from whom?

How was commitment to the process built?

What provision was made for feedback, evaluation and review?

Who had the responsibility to ensure effective communication?

How were desired behaviours rewarded?

What role did the CCCJ and other organizations play?

What were the major problems, threats and concerns, by whom were they expressed and how were they dealt with and

How was commitment built?

Research Questions 4 and 5 where Level 4a is to identify the main outcomes including what changed and for whom. The associated questions are:

Were there any fundamental organizational/departmental changes with implementation?

Did the introduction of the programme result in a change of organizational goals?

Did implementation require extensive retraining of staff

Did implementation of the Associate Degree make ECC more competitive?

Was there a change in the relationship between ECC and your organization?

Did the employment of Associate Degree graduates help your organization to adapt to changes within the business environment?

Did the implementation of the Associate Degree make ECC more competitive?

Was there a noticeable impact on ECC's structure, culture and processes?

Level 4b is to assess the benefits as perceived by benefactors themselves and others

Were there undesirable consequences, if so what were they?

What were the beneficial outcomes, if so what were they

What contribution, if any did the Associate Degree make to the tactical and/or strategic objectives of ECC?

What new knowledge, skills and competencies, if any did students develop?

How have the college itself, staff, students, community other organizations benefited?

Do you think the Associate Degree worked, if so for whom, if not, why not?

APPENDIX 5

INTERVIEWS

GROUP 8

STUDENTS

The purpose of this questionnaire is to collect data on the implementation of the 3 Year Associate Degree Programme in Community Colleges in Jamaica. All information will be held in strict confidence and used for the stated purpose only. Kindly complete the questionnaire and return to _____ by _____

Instruction: Use pen or pencil to complete.

1. In what year did you access the Associate Degree? _____

2. How did you hear about the programme? _____

3. What new skills, knowledge and competencies did you develop?

Skills _____

Knowledge _____

Competencies _____

4. Has the change been directed towards meeting your needs?

Yes ☐ No ☐

Explain

5. Did the Associate Degree cater your personal development?

Yes ☐ No ☐

6. Did the goals of the Associate Degree reflect your needs?

Yes ☐ No ☐

7. Do you think it was the right time to have introduced the programme?

Yes ☐ No ☐

8. Were there any undesirable consequences?

Yes ☐ No ☐

9. Has the programme a good/bad image in your eyes?

Yes ☐ No ☐

10. What benefits did you derive from accessing the programme? Explain

11. Would you recommend it to another person?

Yes ☐ No ☐

APPENDIX 6

SEMI STRUCTURED INTERVIEW

1. Please tell me something about the circumstances that led to the implementation of the Associate Degree Programme? (Probe: perceived need for change, link with college's mission, market forecast technology stakeholders' needs assessment)
2. Q. Kindly explain the process(es) involved in moving from recognition for change to implementation of the Associate Degree programme.
3. (Probe: Who provided impetus for change, identification of critical support group(s), establishing mechanisms for communicating change and receiving feedback from change recipients, stakeholders and the wider community; achieving "buy-in, programme development, training....)
4. Q. (a) What challenges did you face in planning for the implementation of the programme? (Probe costs, resistance, adequacy of the physical, financial and human resources, marketing the programme, quality control, develop contingency plans.)
5. How did you overcome these challenges, (if at all)? (Probe: Role of Curriculum Committee and college's contribution to the work of the Committee, establishment of Boards of Studies/Advisory Committees, appointment of project team to monitor and record progress...)
6. Q. How did the implementation of the Associate Degree programme affect:

Staffing? (Probe: adequacy, technical skills, workload, administrative support)

Staff relations: (Probe: Support/hostility/indifference from other faculty members)
- (c) Sustainability of other programmes? (Probe: Funding and other resources, staffing, attitudes, marketing...)

Taping provided a fairly accurate rendition of interviews and transcribed versions were sent to interviewees for verification. Permission was sought for such an instrument to be used, however some interviewees refused to use this medium, showing preference for the use of the questionnaire. No more than two interviews were conducted on any particular day and these were transcribed the night after. This gave the researcher time to think about the information obtained over particular periods.

APPENDIX 7

Codes and Themes and Sub – Themes

Coding Categories, Themes and Sub-themes

Students

GG	DY	PK	CM	AB	Petag	WILK
Motivation	New concept	Internal credit	New concept	New concept	Benchmark	Uncertainty
Trust	Faith/ trust	New concept	Marketing	Industry focused	New concept	Industry specific
Promise	Support	Contingencies	Problem	Support	Support	Problems
New knowledge	Resources	Support	Benefit	Benefit	Benefits	Benefits
Job oriented	Work experience	Benefit			Problem	
Individual benefit	Benefit				Staff rapport	
Access						
Ed. Aspiration						
Feedback/ communication						
Resources						
Accreditation						
Students cont.						
SMontague Transfer credit Staff Practical nature Change support Benefit Overload Linkage Comparison	Nelson Internal transfer Marketing Drawback Support Delivey					

THEMES Students

New Concept	Support	Problems	Benefit	Accreditation
Trust Faith Promise of Success motivation	Staff Library Curriculum	Contingencies Resources Overload Feedback Coping mechanism acceptance Process transfer credit marketing delivery curriculum	Access New knowledge Communication/feedback Long term results Practical Nature	Matriculation Higher Education Educational aspirations Linkage

2005 03 01

Categories 2 MOE and UWI

Marshall	Woodham	Brissett
Misconception CC	Demand	Demand
Demand	Consultation	Relevance
Choice	Collaboration	Job related
Job related	Partnership	Relationships
Institutional strengthening	Timeframe	Collaboration
	Educational aspirations	Articulation
	Matriculation	New concept
	Articulation	Process
	Motivation	Approval
	Mutual involvement	Benefit
	Curriculum	
	Change	
	Structure	
	Perception	
	Opportunity	
	Image	
	Relationship	

APPENDIX 8

Themes and sub themes	MOE UWI
-----------------------	---------

Demand	Partnership	Institutional strengthening	Perception	New Concept	Problem
Access Choice opportunity	Consultation Collaboration Articulation Mutual involvement relationship matriculation linkage	Curriculum Structure Qualification	Community College Programme	Programme	Overload

Categories Heads of Department 2005 03 01

Ajagunna	Philmore	Buckle
Misconception about Programme	Curriculum	Job related
Assessment	Diplomas and	Access
Leadership	Certificates	Positive rating
Support	Staff Input	Collaboration
Change	Technological	Matriculation
Impact on staff	demands	Acceptance
Benchmarking	Needs Analysis	Funding
Characteristics	Contingencies	Attractive
Benefits	Planning	Decision
	Continuity	Institutionalized
	Benchmarking	
	Strategies	
	Work based	
	Cost	
	Change	
	Benefits	

THEMES and Sub themes HODS

Planning	Assessment	Support	Change	Leadership	Benefits	Cost
Needs analysis Strategies Contingencies Benchmarking Continuity Technological demands Curriculum		Staff input CCCJ	Impact on staff Diplomas and certificates	Management support	Institutionalised Job related Recognition Linkages Change in perception Numerical growth Base for B.A. programme	

Categories Academic Staff 2005 03 01

Riley	Jackson	Lyons	J Murray
Curriculum	Competition	Demand	Internal credits
Leadership	Marketing	New concept	Matriculation
Change	New concept	Equivalencies	Change
Benchmark	Matriculation	Leadership	Awareness
Drawbacks	Benefits	Support	Satisfaction
Institutional growth		Motivation	Challenges
Institutionalised		Problems	benefits
		Benefits	
		Comparison	
		Cost	
		Acceptance	
		Resistance	
		Assessment	

Themes and sub themes academic staff

Demand	Curriculum	New concept	Leadership	Marketing
	Stakeholders input	Resistance Acceptance drawback	Community Colleges	Competition Price Attractiveness Benchmark
Matriculation	Change	Benefits	Cost	Comparison
Principals and Curriculum Committee-				
Themes Curriculum Committee				Goals
External assistance	Initial process	leadership	Curriculum	Support
Rejection	Practical application	Overload	Constraints	Collaboration
Accreditation	Assessment	acceptance		
CCCJ Themes				Collaboration
Benefits	Access	Demand	Problems	Support
Principal Themes				
Support	Demand	leadership	Resistance	Team
		curriculum	Change	Problems

THEMES 2005 03 08

PRINCIPAL	CCCJ	CURRICULUM COMMITTEE	EMIC Academic Staff	HODs	Students	UWI/MOE
Demand	Demand		Demand			Demand
Support	Support	Support		Support	Support	
Leadership		Leadership	Leadership	Leadership		
Curriculum		Curriculum	Curriculum			
Change			Change	Change		
Resistance		Rejection	Resistance			
Problems	Problems		Problems	Problems	Problems	Problems
Team						
	Access					
	Benefits		Benefits	Benefits		
	Collabora- tion	Collaboration	Collaboration			Partnership
		Constraints				
		Overload				
		Acceptance	Acceptance	acceptance		
		Assessment		Assessment		
		Practical application				
		Initial process				
		Accreditation			Accredita- tion	
		External assistance				

PRINCIPAL	CCCJ	CURRICULUM COMMITTEE	EMIC Academic Staff	HODs	Students	UWI/MOE
			New concept		New	New
					Concept	concept
			Marketing			
			Matriculation			
			Cost	Costs		
			Comparison			
				Planning		
						Perception

APPENDIX 9

Open Coding Interview Sample

Questions	Codes
<p>Question: What was the impact of the Degree on the system, at the time of its implementation?</p> <p>Answer:</p> <p>Well, I think there was a perception of the Community College as an institution where if you didn't do well in high school, you went to a Community College and did some courses, and repeated CXC's or short term courses. I don't think that Community Colleges were viewed as a tertiary institution that was offering an accredited programme that could further your education in the post secondary situation.</p> <p>Question: Do you believe it was the right time to have implemented the DD?</p> <p>Answer:</p> <p>I think that the implementation of the 4 A.D. was very timely, because there was a great demand for further studies in tertiary and higher education. The Colleges implementing the .A. D. sought the road to establish the Community Colleges as an integral part of the tertiary system in Jamaica.</p> <p>Question: What were the benefits from implementation of the DEGREE and would you be able to highlight some of the benefits</p> <p>Answer:</p> <p>With the increase in the growing knowledge economy, there is an increasing demand for degree programmes. The existing universities that offer degree programmes do not have enough spaces for persons who want this access. The A.D. offers an option where a student can do the A.D.; and then complete the Bachelor's Degree. I think that the major benefits are access, in terms of space and also in terms of geographic location, as we have Community Colleges all over the island, so persons don't have to travel far, to start their degree program.</p>	<p>Negative perception of C/C programmes before</p> <p>Perception of CC as not being tertiary before implementation</p> <p>Credit status unacceptable</p> <p>Timely implementation</p> <p>Great demand for tertiary education</p> <p>Demand for opportunities for further studies</p> <p>CC need for recognized niche in society</p> <p>CC need for accepted position in tertiary educational system</p> <p>Inadequate facilities to cater to the need for higher education</p> <p>Access an important consideration</p>

Questions	Codes
<p>Question: What groups/ stakeholders benefited?</p> <p>Answer</p> <p>I have already mentioned the persons who were seeking degrees but in terms of the general economy and the demand for persons trained in higher education, I would say it also had an impact on providing trained persons for the market?</p>	<p>Need for alternatives to existing pathway to higher education</p> <p>Opportunity to gain first degree</p> <p>Demand for tertiary education</p> <p>Cost effective</p> <p>Created greater access</p> <p>Access to degrees and labour market</p>

APPENDIX 10

REVIEW OF INTERVIEW PROCESS OF THREE YEAR ASSOCIATE DEGREE

By Raymond Forrest Date: March 9, 2006.

My academic background is that of trained economist, but I have also been a journalist, having combined the two areas, since I began working, after leaving University in 1980.

I have over twenty-five years experience performing the duties of a financial/business Journalist for the island's leading daily newspaper (The Gleaner Company), and have interviewed countless numbers of persons, on various aspects, ranging from the Fiscal Budget, to company directors on their financial plans.

I was also the person that had been chosen by the existing Council of Community Colleges of Jamaica(CCCJ),in 1990, to conduct a Needs Assessment Survey on the feasibility of setting up a Community College in the Portmore Area. This was conducted in a variety of Corporate Area and St. Catherine secondary schools and, the results tabulated, analysed and presented to the person in charge of the project, the late Helen Stills, who was on secondment and located at the Ministry of Education.

I was also a chosen member of the Curriculum team that re-wrote the Economic curriculum that was used in the three year Associate Degree when it started.

I have also been a member of Excelsior Community College staff for over twenty-five years, with the last twenty-three being a full-time member, and have lectured in a variety of subject areas over the years, with the primary ones being economic specialist areas. I also lectured for a number of years, teaching the 3 year A.D. course in Economics.

In light of all of above, and in view of my knowledge of the process and the fact that students who did the three year Associate Degree programme, found it easy to get exemptions to do their Bachelor's degrees at U.W.I., because of the depth of their A.D. courses, I would say that I had a favourable outlook on what answers to expect from those who I would interview. I had taught some of these past students and given that I had some feed-back from several of these students (although not the ones in the

interview), and also had frequent dialogue with several of the staff who had taught in this programme, I did not expect much negative comments.

After reviewing the comments of several of the staff and past students, there is not any major change in my opinion, as nearly all the comments were quite favourable towards the degree. I think it is with amazing foresight that the programme was introduced at the time it did, and the most remarkable thing to me is the wide duplication of associate degrees across tertiary institutions in Jamaica today.

GROUP 10

QUESTIONNAIRE TO LECTURERS ON THE THREE YEAR ASSOCIATE DEGREE IN PROGRAMME

The purpose of this questionnaire is to collect data on the implementation of the 3 Year Associate Degree Programme. All information will be held in strict confidence and used for the stated purpose only. Kindly complete the questionnaire and return to

_____ by _____

Instruction: Use pen or pencil to complete.

Background Data

1. Gender male [☐] female [☐]
2. Age range 21-25 years [☐] 26 – 30 years [☐]
 31 – 35 [☐] over 35 [☐]
3. Subject(s) taught on Associate Degree
programme _____

-
4. How long have you been lecturing/teaching on the programme?

Less than 2 years [☐] 6 – 8 years [☐]
 3 – 5 years [☐] over 8 years [☐]

Implementation

5. For each of the following statements, place a check mark [☐] in the appropriate column indicating whether or not you Strongly Disagree (SD), Disagree (D), are Unsure (U) Agree (A), Strongly Agree (SA)

a. The decision to introduce the Associate Degree programme

SD	D	U	SA	A
[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]	[<input type="checkbox"/>]

- | | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| b. | The introduction of the Associate Degree programme was by consensus of top management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. | The programme, as implemented, was compatible with the mission and goals of the institution. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. | Staff was provided with information on a regular basis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. | Implementation process was smooth. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. | Feedback on the implementation process was welcomed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | SD | D | U | SA | A |
| g. | Some members of staff resented the introduction of the Ad programme. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. | Implementation of the Associate Degree required intensive retraining of teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. | The programme focused on meeting the needs of the students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. | The programme content was relevant to do business needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. | The Associate Degree helped the institution to ahead of the competition | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. | All members of the organization shared the vision | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Strategies

Place a checkmark (tick) in the box beside the item that best represents your response. Choose as many as apply.

6. Which of the following activities were undertaken in order to gain acceptance for the programme? Choose as many as apply.

- a) Formation of a project team to provide leadership. ☐

- b) Public education campaign about the benefits of the programme []
- c) Internal campaign to raise awareness of the programme. []
- d) Training staff to meet requirements of the programme. []
- e) Other(s) Please state _____
7. Which of the following individuals or groups provided leadership for the implementation of the programme?
- a) Board of Management []
- b) Curriculum Committee []
- c) Principal []
- d) Vice Principal []
- e) Other(s) please state _____
8. Attempts were made to gain recognition for the programme from
- a) Ministry of Education []
- b) University Council of Jamaica []
- c) University of the West Indies []
- d) University of Technology []
- e) Other(s). Please state _____
9. The programme was marketed to
- a) Parent-Teachers Association in the Community []
- b) Feeder Schools []
- c) Churches []
- d) Employers/Business Organisations []
- e) Other(s). Please state _____
10. Formal continuous communication was established between the project Team and -
- a) College staff at all levels []
- b) Council of Community Colleges of Jamaica []

- c) Stakeholders in the community []
- d) Guidance Counsellors in high schools []
- e) Other(s) _____

Programme

11. Were there any fundamental programme changes with implementation?

12 How much change adjustment did you have to make to teach on the programme?

13a. What new skills were developed by staff for implementation of the Associate Degree/

13b. What new knowledge was required by staff for implementation of the programme?

13c. What new competencies were developed by staff for implementation of the programme?

14. What kind of assistance did programme developers receive? (e.g. financial, materials, expert advice).

15. To what extent were stakeholders involved in the process?

16. What would have made implementation easier for and more acceptable by staff?

17. What were the main constraints on staff as a result of the implementation of the Associate Degree?

18. Have the benefits to staff been positive or negative? Explain

19. How was staff commitment built?

20. What would you have done differently and why

Consequences of implementation

21. For each of the following indicate whether or not you Strongly Disagree (SD), Disagree (D), Don't Know (DK), Agree (A), Strongly Agree (SA)

SD D DK A SA

a) Implementation of the Associate Degree programme resulted

in other programmes being starved of resources ☐ ☐ ☐ ☐ ☐

b)	Lecturers complained about the programme on a regular basis	SD []	D []	DK []	A []	SA []
c)	Students expressed dissatisfaction with the work-load required by the programme	[]	[]	[]	[]	[]
d)	Justifiable complaints were addressed in a timely manner	[]	[]	[]	[]	[]
e)	The college's reputation was enhanced as a result of implementing the Associate Degree programme.	[]	[]	[]	[]	[]
f)	Introduction of the Associate Degree programme facilitated the development of strategic alliances with Universities locally and overseas.	[]	[]	[]	[]	[]
g)	The passage of the Community Colleges Act 2001 is an indication of the importance of the Associate Degree programmes.	[]	[]	[]	[]	[]
h)	The success of the Associate Degree programme has resulted in many more institutions offering Associate Degrees	[]	[]	[]	[]	[]
i)	The number of employees requesting graduates of the AD programme has been increasing steadily.	[]	[]	[]	[]	[]
j)	One major source of dissatisfaction was the level or/absence of reward for high performance	[]	[]	[]	[]	[]
k)	Departure of original change agents has impacted negatively on the programme.	[]	[]	[]	[]	[]
l)	Modularisation of the programme did not improve its competitiveness.	[]	[]	[]	[]	[]
m)	Being granted advanced placement at Universities at home and overseas is a strong indication that the Associate Degree programme has met international standards	[]	[]	[]	[]	[]

- n) Implementation of the Associate Degree programme became the catalyst for the college's attempt to gain accreditation from the UCJ [] [] [] [] []
- o) The 3-year Associate Degree has outlived its usefulness. [] [] [] [] []

Evaluation

22. On a scale of 1 – 10 where 1 is the lowest and 10 the highest, rank the following items.

- a) Communication Strategy _____
- b) Leadership provided for implementation of the programme _____
- c) Marketing of the programme _____
- d) Lecturer satisfaction with the programme _____
- e) Timing of the implementation of the programme. _____
- f) Ability of graduates to find suitable employment _____
- g) Acceptance of graduates into degree programmes _____
- h) Sustainability of the programme _____
- i) Curriculum development strategy _____
- k) Documenting processes involved in development and implementation of the Associate Degree programme. _____

23. General Comments: Kindly comment on anything which you think was not adequately addressed in this questionnaire.

Thank you very much for your assistance

APPENDIX 11

THE ASSOCIATE DEGREE PROGRAMME BUSINESS STUDIES

MISSION STATEMENT AND OBJECTIVES

In responding to the educational and production needs of the country in general and Business Organizations in particular, the Business Administration Department of the Community Colleges desires to perform a meaningful role that is to prepare well qualified prospective employees who will:

- (i) be able to satisfy current needs
- (ii) be able to respond to the needs of the changing society in the world of work

In an attempt to meet these goals, we have set ourselves the following objectives:

- To implement new programmes
- Establish linkages within the college, with the Pre-University, ICEP, and Computer Departments
- To add a new dimension to the Business Administration Programme that of putting into practice what students have learnt in the classrooms by adding a Business Practice component
- To facilitate a community spirit through a community oriented work study programme, whereby students will give service in their communities
- To establish channels through which members of staff will keep up to date with current trends and demands in the world of work
- To familiarise different Private and Public Sector Organizations with courses offered by this Department for them to access as desired

- To provide Secretarial Students with a Multi-dimensional scope of related technical skills, knowledge and attitudes that will prepare them for the challenges of the “Twenty-first Century”
- To prepare all students in the department for Self employment.

AIMS

The Business Administration Departments of the Community Colleges of Jamaica continue to respond to changing and current needs in the Society. In order to equip our students more fully to access opportunities offered at higher institutions of learning, at home and abroad, and to adjust more readily to working situation, we have seen the need to develop a 3 year Business Administration Associate Degree.

STRATEGIES

Lecturers 1 Hour weekly Tutorial
Seminars
Workshops
Case Studies
Projects – Research
Work Experience/Work Study

EVALUATION

TECHNIQUES

Written Examination
Class Participation
Seminars
Course Work
Role Play

MARKETING

OPTIONS

Present marketing group can be channeled into 3rd Year major

CONSIDERATIONS

- (i) Should have a number of core courses which should run through the year.
- (ii) Options to major

CORE COURSE

Business Administration	Data Processing
Mathematics & Statistics	Psychology
Sociology	Economics
Politics	Typewriting
Spanish	Marketing
Law	People& Communication
Accounting	

ENTRY REQUIREMENTS

- Day/Evening
- 5 CXC or O/L at one sitting
- English Language and a numerate subject
- Business related subjects
- Business Administration Diploma

TARGET GROUP

- (i) For persons intending to pursue further studies in the field of Business Management
- (ii) Those needing to up-grade their skills in Business Management

COURSES AND CONTACT HOURS

CODE	OFFERINGS	*Per Semester	Contact Hours Per Semester
BSC 1,2,3	People & Communication	45	6 Semester Course
BSA 1,2,3	Accounts	65	6 Semester Course
BSL 1, 2	Law	45	4 Semester Course
BSP 1	Psychology	45	2 Semester Course
BSAB 1,2,3	Administration in Business	45	6 Semester Course
BSMS 1,2,3	Mathematics & Statistics	60	6 Semester Course
BSE 1,2	Economics	45	6 Semester Course
BST 1	Typewriting	30	2 Semester Course
BSIP 1,2	Computing	45	4 Semester Course
BSM 2, 3	Marketing	60	2 Semester Course
BSCS 2	Caribbean Studies (Research Paper)		2 Semester Course
BSCO 2,3	Sociology	45	4 Semester Course
BSPO 2,3	Politics	30	4 Semester Course
BSSP 2 & 3	Spanish	45	4 Semester Course
	Business Practice		4 Semester Course
	Work Study		2 Semester Course
	Work Experience	3 Week period during second and third years	

• Semester = 15 Weeks

Credit = 15 Contact Hours

POINTS AND CREDITS

COURSES	No. of contact Hrs. per week Year 1	No. of contact Hrs. per week Year 2	No. of contact Hrs. per week Year 3	Total No. of Contact Hrs	Total Numbers of Credits
Maths & Stats	4	3	3	120 year 1 90 year 2 60 year 3	18
Marketing	-	-	4	120 per year	8
Economics	3	3	3	90 year 1 90 year 2 90 year 3	18
Management of Business	3	3	3	90 year 1 90 year 2 90 year 3	18
Sociology	-	3	3	90 year 2 90 year 3	12
Psychology	3	-	-	90 year 1	6
Politics	-	2	2	60 year 1 60 year 2	8
Accounting	4	4	3	120 year 1 120 year 2 90 year 3	18
Spanish	-	3	3	90 year 2 90 year 3	12
Communication	3	3	3	120 per year	18
Information Processing	3	3	-	90 year 1 90 year 2	14
Business Law	3	3	-	60 year	12
Typewriting	2	-	-	60 year 1	4
Research Paper					18
Total Number of Contact Hour	28	30	27		

EXAMINATION GRADE POINT AND DISTRIBUTION

EXAMINATION GRADES

50 – 69	Pass	= 100 – 139
70 -84	Credit	= 140 – 169
85 – 100	Honours	= 170 – 200

COURSE WORK

Course work 20% of Grade Points = $65/100 \times 200 = 120$

Examination 80% of Grade

1st Semester 40% of Grade

2nd Semester 40% of Grade

Exam, plus Course work grade = 65

CATEGORY

POINTS

i First class Honours	175 and over
ii Second Class Honours	170 – 175
Credit	140 – 169
Pass	100 – 139 = 2.0

DISTRIBUTION

50 – 61	- Clear C	88 – 90	- Good B +
62 – 69	- Good C	91 – 93	- Low A
70 – 76	- Clear B	94 – 96	- Clear A
77 – 84	- Good B	96 +	- Outstanding A
85 – 87	- Clear B+		

EXAMINATION AND AWARDING OF ASSOCIATE DEGREE

1. Written examinations will be conducted at the end of each Semester.
2. **Degree** will be awarded **only** to those students who have successfully completed **all** courses.
3. A student who scores between 44 and 49 in **not more than two subjects** will be allowed to do a re-sit examination in those subjects at the end of the academic year.
4. A student who fails a re-sit examination will be required to repeat that course in the next end of the academic year.
5. (a) Course work must be type-written, double-spaced and on one side of the page only.
(b) The exact ratio between course work and examination grades must be determined by the lecturers.
(c) Students must be informed of 5 (b) at the beginning of the course.
6. Course work assignments and examination must meet the standards set and approved by the **Associate Degree Committee**.
7. The **Associate Degree Awards Committee** shall consist of:
 - (i) The Chairman Council of Community College of Jamaica
 - (ii) Coordinator of Associate Degree Programme, ECC
 - (iii) Chairman of the association of Caribbean Tertiary Institutions ACTI
 - (iv) Senior Education Officer, Tertiary Unit, Ministry of Education
 - (v) Chairman of Curriculum Committee
 - (vi) Dean of the Dept of Social Sciences UWI
 - (vii) Member of Curriculum Committee, CCCJ

APPENDIX 12

U.W. I. EVALUATION

UNIVERSITY OF THE WEST INDIES TERTIARY LEVEL INSTITUTIONS UNIT

Review of Council of Community College of Jamaica Associate Degrees in Business Studies

**Number of students Matriculating to University of the West via Associate Degree since Normal Matriculation and
Advanced Placement Status was formalized in 1998.**

(Academic years for comparison 1995/1996 to 2001/2002)

	Name	UWI ID # of Students	Name of TLI at which Associate Degree was achieved	Academic Year of entry to UWI BSc. Programme	Status: P/T; F/T	Course exemptions/credit transfers received (if any)	Year Graduated from UWI	Class of Degree Attained
1	KERR, Robert Anthony	95- 014033	Excelsior Community College	1995/1996		None	2001	Lower Second
2	DEGOUTH, Wayne Shereen	96- 069036	Excelsior Community College	1996/1997	P/T	None	Leave of absence	
3	DUNKLEY, Claudette	96- 046862	Excelsior Community College	1996/1997	P/T	None	1999	Lower Second
4	LEA, Michael Anthony	96- 034095	Excelsior Community College	1996/1997	F/T	None	1999	Pass
5	ROBINSON, Faith Hope	96- 042458	Excelsior Community College	1996/1997	P/T	EC10C; EC10E MS15A; MS15B	1999	Pass
6	SHAW, Margaret Ann	96- 018458	Excelsior Community College	1996/1997	P/T	None	2000	Pass

	Name	UWI ID # of Students	Name of TLI at which Associate Degree was achieved	Academic Year of entry to UWI BSc. Programme	Status: P/T; F/T	Course exemptions/credit transfers received (if any)	Year Graduated from UWI	Class of Degree Attained
7	THOMAS, Shaun Audley	96- 004224	Excelsior Community College	1996/1997	P/T	None	2001	Pass
8	CHAMBERS, Vean-Ann Marie	97- 017879	Montego Bay Community College	1997/1998	F/T	None	2000	First Class
9	COLLEY, Michelle Alicia	97- 017772	Montego Bay Community College	1997/1998	F/T	None	2000	Lower Second
10	FORBES, Kerri- Ann Natalie	97- 041254	Excelsior Community College	1997/1998	F/T	None	2000	Lower Second
11	HUTCHINSON, Helen Antoinette	97- 022299	Excelsior Community College	1997/1998	F/T	None	Leave of absence	
12	POWELL, Carol Sidonie	97- 015128	Excelsior Community College	1997/1998	F/T	None	2000	Lower Second

	Name	UWI ID # of Students	Name of TLI at which Associate Degree was achieved	Academic Year of entry to UWI BSc. Programme	Status: P/T; F/T	Course exemptions/credit transfers received (if any)	Year Graduated from UWI	Class of Degree Attained
13	PRYCE, Rupert Barrington	97- 065758	Excelsior Community College	1997/1998	P/T	None	2001	Lower Second
14	BURKE, Chevanese Ann	98- 020682	Bethlehem Moravian College	1998/1999	F/T	None		
15	CLEMETSON, Shermaine Heather	98- 051024	Excelsior Community College	1998/1999	P/T	None		
16	CURRIAH, Constance Maria	98- 068416	Bethlehem Moravian College	1998/1999	UWIDEC	None		
17	GAYLE, Letha Deneva	98- 065936	Excelsior Community College	1998/1999	UWIDEC	None	2002	Lower Second
18	STEWART, Arlene	98- 059229	Excelsior CommunityCollege	1998/1999	UWIDEC	None	2002	Upper second

	Name	UWI ID # of Students	Name of TLI at which Associate Degree was achieved	Academic Year of entry to UWI BSc. Programme	Status: P/T; F/T	Course exemptions/credit transfers received (if any)	Year Graduated from UWI	Class of Degree Attained
19	WEISE, Suzette Elizabeth	98- 055391	Excelsior Community College	1998/1999	UWIDEC	None	Leave of absence	
20	BERRY, Ouida Kharen	99- 056505	Excelsior Community College	1999/2000	F/T	None		
21	BROWN, Clevonne Elesia	99- 019069	Excelsior Community College	1999/2000	F/T	None		
22	CAMPBELL, Victor	99- 032212	Excelsior Community College	1999/2000	F/T	None		
23	CHANNER, Lorna Pearline	99- 063203	Excelsior Community College	1999/2000	P/T	None		
24	CLARKE, Jeffery Claude	98- 004148	Excelsior Community College	1999/2000	P/T	None		

	Name	UWI ID # of Students	Name of TLI at which Associate Degree was achieved	Academic Year of entry to UWI BSc. Programme	Status: P/T; F/T	Course exemptions/credit transfers received (if any)	Year Graduated from UWI	Class of Degree Attained
25	CLARKE, Marsha Colleen	99- 054462	Bethlehem Moravian College	1999/2000	UWIDEC	None		
26	ELLIS, Sherrie Ann	99- 004166	Moneague Community College	1999/2000	F/T	None		
27	FERRIER, Robert Mark Antonio	99- 055684	Excelsior Community College	1999/2000	P/T	None		
28	FLETCHER, Geila-Dene Oneisha	99- 024554	Montego Bay Community College	1999/2000	F/T	None		
29	FRANCIS, Denise Antoinette	99- 040095	Excelsior Community College	1999/2000	P/T	None		
30	INNIS, Keisha- Lue Latoya	99- 011673	Excelsior Community College	1999/2000	F/T	None		

31	LINDO, Narda Tamara	99- 057946	Excelsior Community College	1999/2000	P/T	None		
32	MORANT, Michael George	99- 064732	Excelsior Community College	1999/2000	P/T	None		
33	PATTERSON, Nattlya Necholson	99- 036547	Bethlehem Moravian College	1999/2000	F/T	None		
34	REID, Carol Sophia Dyan	99- 043149	Excelsior Community College	1999/2000	P/T	None		
35	RICHARDS, Flavia Latoya	99- 000253	Portmore Community College	1999/2000	F/T	None		
36	ROBINSON, Mauvalee Dionne	99- 059837	Excelsior Community College	1999/2000	P/T	None		
37	SHERWOOD, Nickeisha Tafari	99- 063094	Excelsior Community College	1999/2000	P/T	None		
38	SMITH, Jodi Amoy	99- 081145	Brown's Town Community College	1999/2000	F/T	None		

	Name	UWI ID # of Students	Name of TLI at which Associate Degree was achieved	Academic Year of entry to UWI BSc. Programme	Status: P/T; F/T	Course exemptions/credit transfers received (if any)	Year Graduated from UWI	Class of Degree Attained
39	SPENCE, Heather Dawn	99- 045195	Bethlehem Moravian College	1999/2000	UWIDEC	None		
40	WALTERS, Coleen Marie	99- 033784	Excelsior Community College	1999/2000	F/T	None		
41	ARNOLD, Vashtoy Patrice	00- 023878	Montego Bay Community College	2000/2001	F/T	EC10C; EC10E; EC14C; EC16A; GT11A; MS15A; MS15B; MS20A; MS27B; SY14G		
42	BROWN, Jacquiline Lorraine	00- 058851	Portmore Community College	2000/2001	P/T	EC10C; EC10E; MS20A; MS27B; PS12A; SY14G		
43	BROWN, Leon Anthony	00- 009312	Bethlehem Moravian College	2000/2001	F/T	None		
44	BROWN, Linda Elizabeth	00- 001927	Excelsior Community College	2000/2001	F/T	None		

	Name	UWI ID # of Students	Name of TLI at which Associate Degree was achieved	Academic Year of entry to UWI BSc. Programme	Status: P/T; F/T	Course exemptions/credit transfers received (if any)	Year Graduated from UWI	Class of Degree Attained
45	BROWN, Tamara	00-006429	Excelsior Community College	2000/2001	F/T	None		
46	CLARKE, Patricia Petrola	00-048485	Excelsior Community College	2000/2001	P/T	None		
47	FRANCIS, Mekay Carrie	00-012589	Brown's Town Community College	2000/2001	F/T	None		
48	GORDON, Stacey-Dee Elaine	00-013194	Montego Bay Community College	2000/2001	F/T	None		
49	GRANDISON, Raquel Michelle	00-054092	Excelsior Community College	2000/2001	P/T	None		
50	JEFFERY, Kymore Kashwayne	00-040758	Montego Bay Community College	2000/2001	F/T	GT11A; SY14G		

	Name	UWI ID # of Students	Name of TLI at which Associate Degree was achieved	Academic Year of entry to UWI BSc. Programme	Status: P/T; F/T	Course exemptions/credit transfers received (if any)	Year Graduated from UWI	Class of Degree Attained
51	LEWIS, Ramona Simone	00- 020036	Portmore Community College	2000/2001	F/T	None		
52	MCNAUGHTON, Sherine Elicia	00- 012431	Brown's Town Community College	2000/2001	F/T	None		
53	MILLS, Dave Anthony	00- 057402	Portmore Community College	2000/2001	P/T	EC10C; EC14C; EC16A; MS15A; MS15B; MS27B; PS12A		
54	REID, Roechelle Khamoy	00- 018251	Montego Bay Community College	2000/2001	F/T	EC16A; SY14G		
55	THOMAS, Kaydian	00- 028185	Excelsior Community College	2000/2001	F/T	EC14C; EC16A; GT11A; MS15A MS15B; PS12A; SY14G		
56	WAINWRIGHT, Alicia Juanita	00- 050729	Excelsior Community College	2000/2001	P/T	None		

	Name	UWI ID # of Students	Name of TLI at which Associate Degree was achieved	Academic Year of entry to UWI BSc. Programme	Status: P/T; F/T	Course exemptions/credit transfers received (if any)	Year Graduated from UWI	Class of Degree Attained
57	WILSON, Donnete Arlene	99- 087352	Excelsior Community College	2000/2001	P/T	None		
58	ALLISON, Tamica Melicia	01- 002825	Bethlehem Moravian College	2001/2002	F/T	None		
59	BEDWARD, Sharton Murray	01- 051758	Excelsior Community College	2001/2002	P/T	None		
60	CAMPBELL, Gwendolyn	01- 041939	Excelsior Community College	2001/2002	P/T	None		
61	CLARKE, Tisheeka Laura- Dee	01- 041568	Excelsior Community College	2001/2002	P/T	None		
62	DAVIS, Alison Elizabeth	00- 071829	Excelsior Community College	2001/2002	P/T	EC14C		

	Name	UWI ID # of Students	Name of TLI at which Associate Degree was achieved	Academic Year of entry to UWI BSc. Programme	Status: P/T; F/T	Course exemptions/credit transfers received (if any)	Year Graduated from UWI	Class of Degree Attained
63	EDIE, Erica May	01- 048698	Excelsior Community College	2001/2002	P/T	None		
64	FOREST, Lisa Carmeta	01- 052611	Excelsior Community College	2001/2202	P/T	None		
65	GORDON, Rosemarie Andrea	01- 041445	Excelsior Community College	2001/2002	P/T	None		
66	HARDY, Christopher Earl	01- 056102	Excelsior Community College	2001/2002	P/T	None		
67	HAYNES, Allison Alecia	01- 051212	Excelsior Community College	2001/2202	P/T	None		
68	HENRY, Vinessa Fiona	01- 019766	Excelsior Community College	2001/2002	F/T	None		

	Name	UWI ID # of Students	Name of TLI at which Associate Degree was achieved	Academic Year of entry to UWI BSc. Programme	Status: P/T; F/T	Course exemptions/credit transfers received (if any)	Year Graduated from UWI	Class of Degree Attained
69	HORNE, Simone Joy Melissa	01- 050659	Excelsior Community College	2001/2002	P/T	None		
70	HUTCHINSON, Stacey-Ann Patrice	01- 043424	Montegp Bay Community College	2001/2002	UWIDEC	None		
71	LOGAN, Sandra Rosemarie	01- 051985	Excelsior Community College	2001/2202	P/T	None		
72	LOTON, Dianne Petti-Gay	99- 076952	Portmore Community College	2001/2002	P/T	GT11A; PS15A; SY13B; SY14G		
73	MALABVER, Shelly-Ann Alicia	01- 039732	Excelsior Community College	2001/2002	P/T	EC10C; Ec10E; EC16A; MS15A; MS15B; MS20A; MS27B; SY14G		
74	MORANT, Aleka Kameka	01- 051774	Bethlehem Moravian College	2001/2202	F/T	None		

	Name	UWI ID # of Students	Name of TLI at which Associate Degree was achieved	Academic Year of entry to UWI BSc. Programme	Status: P/T; F/T	Course exemptions/credit transfers received (if any)	Year Graduated from UWI	Class of Degree Attained
75	POWELL, Shauna Melinda	01- 008282	Bethlehem Moravian College	2001/2002	F/T	None		
76	WHITTICK, Nichola Desouza	01- 048356	Excelsior Community College	2001/2002	P/T	None		
77	WRIGHT, Andre Erundu	01- 022498	Knox Community College	2001/2202	F/T	None		

Summary of Findings

Numbers of Associate Degree Graduates Matriculating to the UWI annually

M = number of Ass Degr. Matriculants entering UWI;

E = number of Ass Degr. matriculants gaining exemptions;

G = number of Ass. Degree matriculants of this batch who have graduated from UWI thus far

	1995/96			1996/97			1997/98			1998/99			1999/00			2000/01			2001/02			TOTALS		
	M	E	G	M	E	G	M	E	G	M	E	G	M	E	G	M	E	G	M	E	G	M	E	G
EXCED	1	0	1	6	1	5	4	0	3	4	0	2	14	0	0	7	1	0	14	2	0	50	4	11
Portmore CC	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	3	2	0	1	0	0	5	2	0
Montego Bay CC	0	0	0	0	0	0	2	0	2	0	0	0	1	0	0	4	3	0	1	0	0	8	3	2
Knox CC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0
Brown's Town CC	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	2	0	0	0	0	0	3	0	0
Bethlehem CC	0	0	0	0	0	0	0	0	0	2	0	0	3	0	0	1	0	0	3	0	0	9	0	0
Moneague CC	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0
Totals	1	0	1	6	1	5	6	0	5	6	0	2	21	0	0	17	6	0	20	2	0	77	9	13

Summary of annual figures

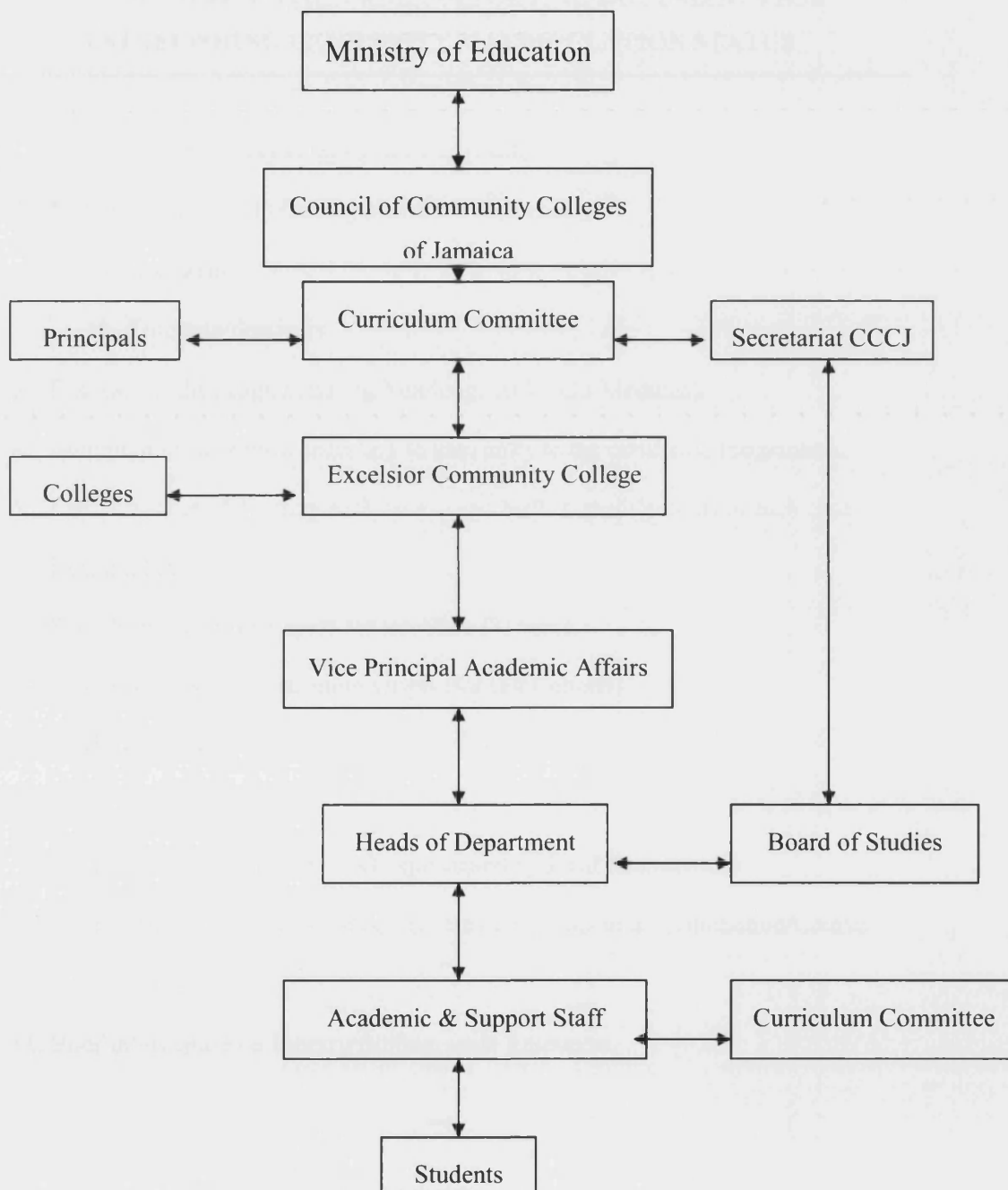
	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	Total
Number of entries UWI	1	6	6	6	21	17	20	77
No. of exemptions	0	1	0	0	0	6	2	9
No. of this batch graduated thus far	1	5	5	2	0	0	0	13

Normal Matriculation and advanced Placement were granted in 1998 and were effective for the batch of 1999/2000 applicants.

The average intake of Associate Degree graduates by the UWI before effective date of 1999/2000 (ie academic year 1995/96 – 1998/99) was 4.75 students annually. After the formalizing of Normal Matriculation and Advanced Placement, which took effect in 1999/2000 (1999/2000, 2000/2001, 2001/2002) the figure moved to 19.33 students annually, representing a 406.97% increase.

APPENDIX 13

Reporting Relationships in the Bureaucratic Machine



APPENDIX 14

LIST OF INFORMATION AND SUPPORTING DOCUMENTS FOR ESTABLISHING UNIVERSITY MATRICULATION STATUS

1. Outline of courses constituting the Certificate
2. Number of hours of teaching allotted to each course.
 - a) Lecturers
 - b) Tutorials/Seminars
3. Duration of the programme (eg Yearlong; 10 Weeks Modules).
4. Minimum qualification necessary to gain entry to the certificate Programme.
5. List of teachers delivering each course and his/her qualifications in each case.
6. Reading list.
7. Sample examination papers for last three (3) years.
8. Sample copies of examination scripts (for last Cohorts)
9. Grading System.
10. Mode of Examination:
 - a) Percentage of total work represented by Final Examination
 - b) Percentage of total works represented by Incourse Examination/Course Work.
11. Brief information on Library/Bibliographic Resources.

12. Is your Certificate/Degree ranked?

- a) Pass – Honours – Distinction
- b) 1st Class – 2nd Class etc.
- c) State percentage per category

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